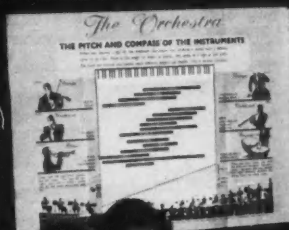


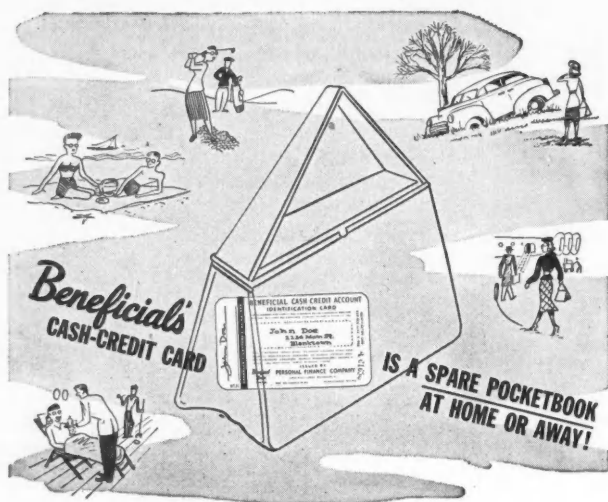
# THE A T A MAGAZINE

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION



THEY SHALL HAVE MUSIC  
(SEE PAGE 6)

MAY, 1952



## Ideal for Teachers Going on Vacation



An auto breakdown is a common experience of vacationists. It could happen to you. But to be caught without money to pay the repair bill or stranded in a strange city without funds or friends—those embarrassments needn't happen to you any more. Not if you do this!

### Apply for a Beneficial Cash-Credit Account Identification Card

You can get it without any obligation and it will establish your credit at more than 700 affiliated offices

coast to coast *both* in Canada and the United States.

### 700 "Friends" Stand Ready to Help You

With this Card in your purse or wallet, you'll have—in 700 affiliated offices—friends you can depend on wherever you go. If you need extra funds for any emergency or shopping in a hurry—just present your card at any affiliated office and in no time you'll have the extra cash you need. You'll find the *Beneficial* Card a spare pocketbook—a true friend in need at home or away.

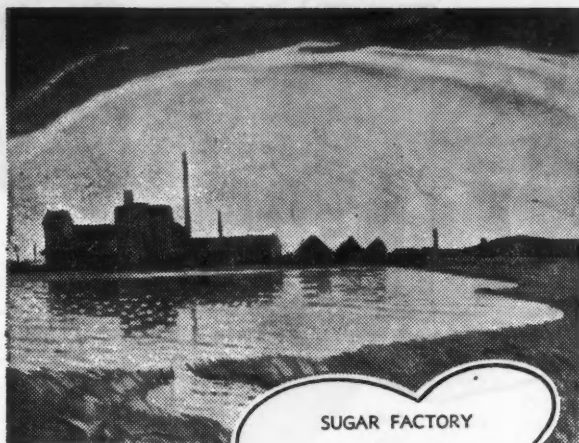
Loans \$50 to \$1200 on Signature, Furniture or Auto

## "THE COMPANY THAT LIKES TO SAY YES" Personal FINANCE CO.

### 3 convenient Edmonton offices

2nd Fl., 10412 JASPER AVE. . . . . Phone: 25277  
2nd Fl., 10444 82nd AVE. (WHYTE AVE.) . . . . . Phone: 35858  
2nd Fl., NORTHGATE BLDG., 10049 JASPER AVE. . . . . Phone: 21181  
CALGARY: 2nd Fl., 231 EIGHTH AVE. W. . . . . Phone: 65565, 65886

Loans made to residents of all surrounding towns • Personal Finance Company of Canada



SUGAR FACTORY

H. G. Glyde, R.C.A.

**YOUR  
BEST  
SECURITY  
IS**

*Alberta's*  
**FUTURE**

A Chinook arch over the sugar-factory at Raymond symbolizes aptly the new dawn of industrial growth in our Province. Industry, natural resources, agriculture — they are all part of Alberta's present and future, your finest security. And your local Treasury Branch is backed by these resources.

You'll find complete financial service at your Treasury Branch — including money transfers, loans, current and savings accounts. More, you'll find a courteous, helpful understanding of all your needs. See your local Treasury Branch manager — soon!

*Your Provincial*  
**TREASURY**  **BRANCHES**

**GOVERNMENT OF THE PROVINCE OF ALBERTA**



## SUGAR and TEETH

Since 1889, when W. B. Miller published the chemico-parasitic theory of tooth decay, carbohydrates in general and refined sugar in particular have been widely accused as the chief culprits in tooth decay. The facts, however, are these: Dental caries is a pathological condition whose causes are unknown, but on which there are a number of impressive theories held by dental researchers which find causes of decay in factors other than carbohydrates.

Some of these theories have resulted in new types of dentifrices containing ammonium; others containing penicillin, and the addition of fluorides to drinking water. Most hopeful of all is the discovery that proper nutrition of expectant and nursing mothers can have a tremendous influence on the resistance of their children's teeth. This Company, through support of the Sugar Research Foundation, is assisting in many projects designed to fill gaps in our knowledge of the true causes of tooth decay.

### FREE!

"ENERGY FOR BREAKFAST" — a story written for school-age children telling how sugar is grown and refined in Western Canada. Write, stating number of copies required, to:

**Canadian Sugar Factories Ltd.**  
RAYMOND, ALTA.

NO FINER SUGAR HAS EVER  
BEEN MADE



"LOOK FOR THE MAPLE LEAF"



# THE A T A MAGAZINE



ERIC C. ANSLEY, Managing Editor

Barnett House, 9929 - 103 Street, Edmonton, Alberta

VOLUME 32

MAY, 1952

NUMBER 9

## EXECUTIVE COUNCIL ALBERTA TEACHERS' ASSOCIATION

**President** ..... Marian Gimby,  
9828 - 106 Street, Edmonton  
**Vice-President** ..... Lars Olson,  
Holden

**Assistant General Secretary—**  
F. J. C. Seymour, Edmonton  
**General Secretary—**Eric C. Ansley  
Edmonton

### DISTRICT REPRESENTATIVES

**Frank Edwards** .. 10651 - 80 Ave.,  
Edmonton  
**W. Roy Eyres** ..... Arrowwood  
**Robert A. Kimmitt** Diamond City  
**W. D. McGrath** ..... Dixonville  
**Edwin McKenzie**.....110 8 St., SE  
Medicine Hat  
**Nicholas Poohkay** ..... Hairy Hill  
**D. A. Prescott** ..... 5205 48 Ave.,  
Red Deer  
**K. W. Sparks** ..... Sedgewick

Affiliated with the Canadian Teachers'  
Federation

PUBLISHED ON THE 15th OF  
EACH MONTH  
except July and August

Subscriptions per annum:  
Members \$1.50  
Non-members \$2.00  
Single Copy, 25c

Authorized as second-class mail.



## CONTENTS

### REGULAR FEATURES

Editorial .....	4
Our Library .....	60
News from Our Locals .....	62

### SPECIAL FEATURES

They Shall Have Music .....	6
<i>L. R. Erickson</i>	
What Textbooks Are For .....	9
<i>The Phi Delta Kappan</i>	
Dad Learns how Sonny Learns to Read .....	12
<i>G. H. Holmes</i>	
The Freedom of the Individual ..	16
<i>John Diefenbaker</i>	
The Case for Technical Education .....	19
<i>T. M. Parry</i>	
A Plague on Both Your Houses! ..	21
<i>H. E. Panabaker</i>	
Honorary Memberships .....	23
Executive Council, 1952-53 .....	32

### OFFICIAL NOTICES

Annual Report of the President ..	25
Annual Report of the General Secretary .....	31
Resolutions Adopted by the AGM, 1952 .....	48

## **Editorial**

---

### **ANNUAL GENERAL MEETING**

#### **Casey Threatens Teachers Again**

For the third time in two years, the Hon. Ivan Casey, Minister of Education, has threatened the teachers. First, it was about *The County Act*. Next, the Minister told the Alberta Teachers' Association to stop criticizing the educational policies of the government. At this year's Annual General Meeting, Mr. Casey did it again.

#### **If Teachers Strike?**

The Minister told the councillors if they went on strike, "I think it leaves only one alternative and, that is, we would have to set up some body of competent people who would act in cases of teachers' disputes and whose findings would have to be final and binding to both parties." Mr. Casey also made reference to *The Teaching Profession Act* and statutory membership, leaving the implication that if the teachers acted like a union, they would be in danger of losing their professional status, including statutory membership.

#### **Teachers United, Not Divided, By Threats**

It was fascinating to watch the effect of the Minister's remarks on the councillors. Before he started to speak, there was some wavering, uncertainty, and difference of opinion about strikes. Obviously, it was the intention of the Minister to increase the doubt and confusion. But, what the Minister said, and the way he said it, crystallized the thinking of the councillors about strikes and united them as nothing else could have done.

#### **Kim Ross Replies**

The reaction to the Minister's surprising statement was quick and decisive. Kim Ross was on his feet as soon as the Minister had stopped speaking. When Mr. Ross was finished, and the applause of the councillors had finally died away, the Minister, and everyone else, knew what the answer of the Annual General Meeting would be.

Mr. Ross said that the main difference between professions and unions was in training, and that, although most professions set their own fees, teachers had to negotiate salary agreements with school boards. Lately, arbitration awards have been only \$50 per year, and, as a result, teachers have reached the conclusion that the right to strike is fundamental in employer-employee disputes, in order that the employees get reasonable awards. Mr. Ross said that he couldn't understand why, as soon as teachers decided to use all the machinery provided for in *The Alberta Labour Act*, the Minister would

threaten to take away the right to strike, which, apparently, they could have for just as long as they didn't use it!

### **Some Side Issues**

There are several possible developments closely connected with teachers' strikes. In Nova Scotia, the teachers have joined a labour union in order to get the rights of collective bargaining, including the right to strike. In British Columbia, the teachers affiliated with labour years ago. In Ontario, teachers can't go on strike but they use mass resignations in the same way the nurses at the Calgary General Hospital did. Labour people, right now, are waiting to see what will happen in Alberta if teachers should go on strike. If the government can take away from one group such a fundamental right as the right to strike, it can do the same with other groups. The other professions are also watching. If statutory membership can be taken from the teachers, it can be taken from the doctors, lawyers, and others just as easily, one at a time.

### **Is This The Real Reason?**

Perhaps *The Financial Post* has the real reason for the trouble in Alberta. In an article in the issue of April 19, 1952, it states in part, "If the new militancy surging through the ranks of the country's 90,000-strong teaching profession pays off, education is going to cost a lot more.

"Teachers might shun formal trade unionism. But more and more they are talking and acting like dyed-in-the-wool unionists.

"The tough talk might annoy taxpayers but it can't harm their pocketbooks. The high salary demands—up to \$900 a year—can."

### **What Do Threats Accomplish?**

Finally, Mr. Casey, having been a teacher, should know that it is not good administrative practice to threaten anyone, even teachers and pupils. Someone always accepts the challenge. A teacher, who threatens that any boy who throws a snowball will get trounced, will be a very busy person for as long as the snow lasts. A minister of education who says that, if teachers strike they will lose the right to strike, is bound to be defied by some group, sooner or later.

### **Public Relations In New Light**

David Wood added a bit of humour to an otherwise grim afternoon. In speaking on public relations, he said, "The Honourable Ivan Casey and, indeed, all members of government, are but reflections of the opinion and will of the public. If, through its public relations program, the ATA gets public opinion on its side, then Mr. Casey will be on its side."

# They Shall Have Music

Observations on the Teaching of Music in the Junior High Schools

L. R. ERICKSON

Teacher of Music, Balmoral School  
Calgary

**T**ODAY, WE seem to have reached a crossroad in education and are taking stock of what we teach and how we teach it. It would be well to give some thought to the development of a music program which functions not only as a separate unit in each grade but to one which exists with a view to developing the child's all-round ability to make and appreciate music from Grade I to Grade XII. First of all, it would seem that students leave elementary school and junior high school in many cases without any skills in or real love of music. It is certainly not our intention to state here that students should leave school as professional musicians, but it would seem likely to suppose that after eight or nine years

of classroom music, the students should be able to read a line of music with a fair degree of accuracy. Secondly, the only side of the music in the schools that has received any great amount of stress is the choral work. To us, this does not seem to be enough and does not represent a well-rounded program. Thirdly, too often the students entering junior high school look upon the music as being "sissy stuff" and in the case of boys, shy away from it entirely.

For many years it seems as though the music in the school has been considered a frill. Too often the various curricula have failed due to the fact that a great many educational administrators have considered music as extra-curricular. Music has not yet

L. R. Erickson and a Grade IX General Music Class. The cover picture shows Mr. Erickson and a string group at Balmoral Junior High School.





The Balmoral Junior High School Band.

been placed in the regular educational plan.

### A Satisfactory Plan

Now, let us say that we agree on the importance of a well-rounded program in music and go on to discuss those elements of this instructional program which make it a satisfying plan.

What would we want in a broad music program? It would be likely to include:

1. Good vocal work.
2. Music appreciation.
3. An instrumental program.

We do not propose to deal with the first two in detail, because they are perhaps in many cases the only parts of the music program which have received any great attention.

### An Experiment

For the last two years it has been my privilege to work in a situation where I was given a more or less free hand to experiment with some ideas regarding music. I have felt for some time that there was something wrong with a system that taught theory and

gave the student no actual situation in which to use it. Here then is where instruments come into the situation.

I have mentioned instruments, but this statement will have to be left to the imagination for a while. We did not have any instruments in our particular situation so we had to get along with what the students could buy themselves. This required a cheap instrument and one which was fairly easy to play. The recorder and the tonette filled both these requirements admirably. After changing our program to offer two courses in music, Music General and Music Vocal, we were ready to begin. Now, at last, in the Music General classes we had a chance to try some of our ideas on teaching theory in a practical way. The student had more than a pencil and paper and notes written on the staff; he had an instrument and he wanted to play it.

What a wonderful opportunity to learn the notes on the staff! What a chance to learn time values and key signatures! Imagine a class of Grade IX boys and girls with tonettes! Yes, you will say that they are not instru-

ments, but the interest is high and the will to learn is there. We discovered that a set of cheap orchestra bells filled in very nicely and gave variety of tone, as did the autoharp. It was soon discovered that the students could read the notes with remarkable accuracy and timing. Students who chose both options in Music were found to be able to read the notes in the vocal class and learn their parts in half the time. This leads me to an observation about the singing. If students are not able to read the music or at least tell where it is going, the songs must be taught entirely by rote. When students reach the junior and senior high schools, and you begin doing three and four part work, it is very difficult if students must be taught the melody entirely by rote. This results in a very painful treatment of music, and I believe a great deal of interest is lost.

It would be a fallacy to suppose that the teacher of an elementary or junior high instrumental program has to be a music expert. The orchestra bells, autoharp, and tonettes are easy to play and the ability to play them lies within the grasp of any instructor in music. If necessary, the teacher can learn to use these instruments right with the class.

### **Advantages of Instrumental Work**

What benefits have we gained from the addition of this simple instrumental work to our program in music? In the first place, it has provided the motivation for the teaching of essential theory. Another vital factor is the increased interest which comes not only from adding variety to the program but equally from adding activity to it. Until the school music program changes in this direction, we feel that it will continue to attract students who are looking for any easy option rather than more students who are keen to develop their musical ability.

What would the ideal program in

instrumental music include? I think it would be safe to say that it should be well planned in the elementary school. In fact, elementary instruction should be preceded by singing and rhythm band participation in the kindergarten and first grade. This could be carried on throughout division one. The division two students should have access to such instruments as the tonette, recorder, and saxette. The actual instruction on real instruments could begin in this division too. The point is that by the time students reach junior high school they will have had some fairly good experience in learning how to sit together in an orchestral group, to follow the conductor, and to read music with attention to rhythm and phrasing. The musical knowledge which the students have gained in the elementary classes can be very quickly transferred to the handling of the new instrument. The student will certainly make more rapid progress than if he were just being introduced to instrumental music at the junior high school level.

We would all agree that the primary objective of an instrumental program in the elementary and junior high school is to master certain fundamentals without which the student would be handicapped in furthering his musical education. This early training should also do a great deal in the way of developing music appreciation.

### **Is This a Practical Plan?**

The question of instruments, instrumental instructor, and practice time are all problems that confront us. In the ideal situation, the instruments should be owned by the school or be the property of the board. The reason for this seems to be twofold. It will give all the children with talent an equal opportunity to learn to play. Perhaps in many cases, students have their own instruments.

*(Continued on page 59)*



## What Textbooks Are For

---

Following are some excerpts from a symposium from The Phi Delta Kappan, February, 1952.

---

**F**OR MORE than fifty years the American textbook has been envied abroad and admired at home. From woodcuts and handset type to four-color offset presses, our school books have been larger, more beautiful, and more expensive than those of our contemporaries in other lands.

Why have we thus committed ourselves to the textbook? What does it have to offer that we should so rely upon it? The argument for the textbook is familiar to all of us. As W. T. Harris pointed out nearly sixty years ago, "You can take your book wherever you please. . . . You cannot select the time for hearing the great teacher talk as you can for reading the book. . . . Nearly all the great teachers have embodied their ideas in books."

President Thwing at about the same time called the textbook "a teacher of teachers" and Hall-Quest listed among the advantages of the textbook its "compact arrangement of material," its "availability for ready reference," and the provision which it affords for a national culture.

One answer, however, to the question, "What are textbooks for?" seems to me to be more penetrating than any of these. *The book is the chief source of indirect experience available to the schools.*

From Comenius to Dewey a great deal has been said as to the educational value of direct experience with things. This subject has an irresistible charm, especially for those of a re-

forming turn of mind. Rousseau put it well when he said, "Believing that we know what we have read, we think ourselves excused from learning it." Yet with all deference to those who advance this thought and admitting its value where it can be applied, we realize that direct experience with things does not cover the ground. Not by direct experience can a child learn to read. Nor can he by such means learn the history of his country or the geography of the world. Not by such means can one become versed in the culture or even the current events of one's day and place. Competence in philosophy cannot be so acquired. Direct experience will carry a student only a short distance toward mathematical insight.

It is true that visual aids are important in learning. But visual aids are hardly direct experience with things. The child who apprehends the right triangle through a diagram has indeed the benefit of a more concrete presentation than anything that can be put into words; but this is quite different from sewing triangular patchwork or constructing a square corner. Moreover, let us not narrowly limit the idea of visual aids to filmstrips and movies. The fact is that the most effective visual aids are in the textbook itself where their association with the verbal matter is direct and inescapable.

In spite, therefore, of laboratories and museums and field trips, in spite of shops and kitchens and school gardens, direct experience is not enough. There is too much to know and to appreciate, there are too many attitudes to acquire and too many judgments to be reached. Our civilization is incurably a civilization of the book.

If the school is to prepare its students to live competently in the society of which they are a part, to understand its culture and appreciate its civilization, then the book—especially the book used in school and college—is indispensable.

This is one thing the textbook is for—to supply indirect experience in large and well-organized amounts.

*B. R. Buckingham, R.F.D. 1, Stuart, Florida, and Editor Emeritus, Ginn & Company, Boston, Mass.*

Next to the teacher himself, the textbook probably exerts greater influence than any other factor upon the curriculum of American schools. Textbooks have been credited for significant improvements in the curriculum, and blamed for major shortcomings. They have been characterized both as the principal block to good teaching and as a highly effective means of making available to teachers and pupils the services of experts which otherwise could not be used.

The fact of the matter is that textbooks vary tremendously. Some are organized so as to require the teacher to follow a rigid curriculum plan; others are extremely adaptable and can be used by a teacher with insight in a wide variety of ways; some appear to be written with the idea that students should memorize the contents; others are planned to assist in guiding and enriching experiences. By and large, textbooks have improved greatly over the years. When discussing textbooks in general, one is apt to think of a particular type of book or of the use that would be made by teachers with a high level of preparation and ability. As a result, statements often relate with accuracy to only a limited number of situations and overlook texts of varying types and the needs of teachers with average and poor preparation and ability.

Textbooks should serve as an aid to teaching. They should provide the

common body of source material most needed by pupils studying specified fields or problems. They should be organized in a form that facilitates their use by teachers with various levels of skill—those who are incapable of planning the broad outlines of a program and who do not have competent curriculum leadership available to help them do so, and those who are able to sense the needs of a particular group of children so fully, and who know the fields upon which they draw so well, that they can tailor-make the program for each class, giving them what they most need. This is a big order, but one which has been surprisingly well met when the total range of available textbooks is considered.

The evils associated with textbooks more often arise from the way they are selected and from local and state regulations concerning their use than from the nature of the texts themselves. When teachers are restricted to a single text, when all pupils are required to use the same books, when the sequence in which material is to be taught is rigidly specified, when there is supervision that inspects to see that texts are closely followed, creative teaching is discouraged and good teachers are penalized. Fortunately, these practices are becoming less and less frequent in American schools.

The way in which a textbook functions should vary quite significantly with the nature of the field or area treated. The teaching of number concepts and skills requires a more rigorous checking on sequential relationships than does teaching in a field like art or an area like personal development. This fact should influence the way in which a teacher uses text materials in the various fields as well as the form in which authors organize books.

From the long view, textbooks have played and most likely will continue to play a highly important role in



instruction. All things considered, they have been pretty well adapted to the level of competence of American teachers. They have often provided a crutch for inadequately trained teachers who otherwise would have taught even more poorly. Sometimes they have been used so as to hamper and restrict able, imaginative teachers. But in cases where teachers have been afforded a desirable degree of freedom to plan for a given group of pupils and where curriculum committees provide guidance on the various problems of curriculum development, modern textbooks are used in such a way as to contribute significantly to good learning experiences for children. The key to textbook problems is to make textbook selection a part of a comprehensive program of curriculum development, providing sufficient flexibility to permit the abilities and needs of particular teachers, schools, and pupils to be given desirable consideration. The modern textbook is an invaluable servant but an intolerable master for a competent teacher.

—*Hollis L. Caswell, Teachers' College, Columbia University, New York 27, New York.*

Textbooks are designed to aid learning and teaching. Their value depends upon the intelligence with which they are used.

At worst, textbooks can become the basis for blind regimentation, forcing teachers and children to drill on memorization of facts. They can be used to ignore individual differences of pupils, with slow learners lost in confusion and rapid learners slumped in boredom. They can replace the curriculum, with the teacher merely calling signals to change textbooks. They may bind the pupil to the desk, crowding out activities which would make the learning vivid, meaningful, and useful. They may be used to substitute for an adequate library, or for the special knowledge of teachers, classroom visitors, and

teaching aids. They may reduce the mental hygiene of pupils and teacher to zero. A teacher who would be stupid enough to use textbooks in such a manner, however, would probably do better with textbooks than without.

Assuming intelligent teachers and supervisors, textbooks are an indispensable aid to learning and teaching. After the objectives and curriculum guides have been agreed upon, *the individual teacher* should choose the textbooks which he can best use to supplement his plans to attain the ends sought. He may need a few copies of several different textbooks. Assuredly he will want textbooks fitted to the different achievement levels of his pupils. He will want books which give his slow pupils a fresh start in basic skills, and books for the enrichment of learning of both bright and dull. For his advanced pupils, he may prefer reference books and library sources instead of textbooks, but in his basic presentation of new areas of knowledge textbooks may provide for a desirable amount of order and system even for these pupils.

If the teacher keeps in mind that the end of learning is the *use of knowledge*, the tendency of textbooks to verbalize and generalize may be offset by plans which give specific activities and experiences which utilize local opportunities and needs. The textbook may suggest such activities, but the teacher must translate them into action. Individual interests, pupil initiative, abilities in thinking and expression, the development of social responsibility and desirable personal qualities are objectives attained by methods of the teacher, not from the textbook. The textbook is a teaching aid, not a replacement for the teacher.

—*Donald D. Durrell, Professor of Education, Boston University, 322 Bay State Road, Boston 15, Massachusetts.*

Try this demonstration before service clubs, parent-teacher, or any other group that may think learning to read is a simple matter.

## DAD LEARNS *How Sonny Learns* TO READ

**R**EADING is being taught with more skill today than at any period in the history of American education. Yet, because mom and dad do not understand the new methods and think only in terms of how they learned in years gone by, schools are getting a torrent of criticism.

Failure of parents to understand this phase of learning is more responsible than is any other one thing for the current hue and cry about the "failure of the schools to emphasize the fundamentals to get down to good hard learning."

The business of not teaching the alphabet as the first step to reading and writing and the deferring of alphabet memorization until the second and sometimes third grade have caused widespread consternation among patrons of the schools.

### "Larnin' Their Letters"

Faced with the problem of presenting the new methods of teaching reading to a group of stony-eyed business men in a talk recently, a teacher decided that the only way to explain the idea was to take the listeners back, as nearly as possible, to the situation they themselves faced when they attempted to learn the alphabet in their first days of school. He decided to "larn 'em their letters in the good old way" but to substitute a group of nonsense symbols in place of the traditional English characters. He used the nonsense symbols designed by Dr. Paul McKee, author of the well-known textbook on *The*

G. H. HOLMES

Director of Public Relations  
Iowa State Teachers' College  
Cedar Falls, Iowa

*Teaching of Reading in the Elementary School.\** He also made use of the pictures and text from a supposititious first grade reader such as McKee shows in his book. He copied the nonsense symbols on a white card and projected them on a screen, using an opaque projector.

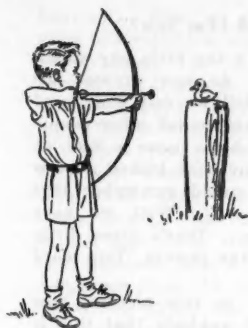
"Tonight, gentlemen, I'm going to take you back to your first days at school. I am going to teach you your letters," he said. "It's really very simple for a child to learn the alphabet. All the teacher has to do is to write on the blackboard and to call out the letters. She merely has the children repeat them back to her and there you have it. After a few times they've got it—the good old way of a first lesson in reading!"

The teacher gave each nonsense symbol a crazy sound, such as "Ugh," "Wump," "Tiff," "Tugg," "Ugle" and "Buggle." He rattled off the first 10 nonsense sounds and then asked the audience to repeat them after him. Of course, no one ventured to call off even two or three of the names, and someone finally piped up to say: "It looks like a lot of Greek to me."

To this the teacher replied, "That's exactly the way the letters of the alphabet look when children see them for the first time. It is, as you can see, a perfectly meaningless approach to the learning of reading."

"Now, I am going to try to show you the difference between this ap-

\* McKee, Paul: *The Teaching of Reading in the Elementary School*, Houghton-Mifflin Company, 1948, p. 24.



1 + 9 (Sam)



1 + 112 (Daddy)



V # # 3 (look), 1 + 112.  
V # # 3, V # # 3.

3



V # # 3 1 + 112.  
V # # 3 + 1 (at) 9 8 (me).

4

a -	+	n -	6
b -	□	o -	≠
c -	X	p -	=
d -	U	q -	
e -	⊗	r -	└
f -	△	s -	┐
g -	Σ	t -	Λ
h -	└	u -	o
i -	U	v -	e
j -	∩	w -	e
k -	└	x -	-
l -	V	y -	2
m -	9	z -	1

#### McKEE'S ALPHABET OF NONSENSE SYMBOLS AND PICTURE STORY SEQUENCE

Schoolmen are not always good at dramatizing new methods of teaching. This new way of demonstrating the modern way of teaching reading can be made both informative and entertaining for the Citizens Commission or the Rotary Club. The school-

man projects on a screen the nonsense symbols for the alphabet shown above, and gives each symbol a crazy sound like "Wump," "Tiff" and "Ugle." He rattles off these names and then asks the audience to repeat them. The adults soon decide that learning the ABC's isn't so simple. The educator then turns to the modern method of teaching, using the duck shooting sequence at left above. Soon the brighter "pupils" begin to get the idea. "Look, Daddy, look, look," one layman will shout after studying Picture 3 in the sequence. The sketches are from "The Teaching of Reading" by Dr. Paul McKee, published by Houghton-Mifflin Company.

proach and the one used in the modern school with modern methods and modern readers." He then projected on the screen the first page in McKee's picture series with the nonsense symbols spelling out words underneath.

#### "Let's Look at the Pictures"

"Now, children (I mean gentlemen)," he said, "we're going to approach the learning of reading by a more meaningful method. First, let's look at the pictures."

The first picture was of a little boy holding a bow and arrow and standing near a stump, on top of which was a little toy duck.

"What do you see in the picture? There's a little boy. What does he have in his hand?"

"Why, yes, that's right, he has a bow and arrow. And what's that over there? Why that looks like a tree stump. What's sitting on top?"

"Yes, that's right, a duck. What do you suppose the boy is doing?"

"That's right, it looks like he is going to shoot his arrow at the toy duck. You see, gentlemen, we don't pay much attention to the text or the words underneath until we've talked about many of the pictures. Now, in the next picture, the little boy is standing there again with his bow and arrow, but this time he has the arrow drawn and ready to shoot at the duck. A man is standing near by with an apple in his hand. Who do you suppose the man is? Could that be his daddy? What do you suppose the little boy is doing?"

"That's right, he's getting ready to shoot at the duck, and he's looking at his daddy."

"What do you suppose his daddy is saying to him?"

And so on through the various pictures showing the little boy shooting at the duck and talking with his father. After about the fourth or fifth picture the teacher went back and pointed to the first picture.

#### "Shall We Call Him Sam?"

"Now, here's the little boy stand-alone. What do you suppose his name is? Shall we call him Sam? Now, how would we tell other people that the little boy's name is Sam, so that every time they looked at this picture they would remember that this is Sam? . . . Well, we have printed words. That's those little marks below the picture. This word says 'Sam.'"

"And now, in this picture, how would we tell anybody that this is Sam's daddy? Well, again, we'd use little marks underneath the picture. And, these little marks say, 'Daddy.'"

When the teacher came to the fourth picture a couple of fellows down front said: "I can read that. It says, 'Look, daddy, look.'"

These adult learners had discovered the likenesses of the appearance of the two words "look" separated by "Daddy." They had noticed the similarity of the two double crosses in each letter for the two double O's.

At that point the teacher stopped and said: "That's exactly the point I want to make. Very soon in talking about the pictures and then learning what the words say underneath them, the children come to recognize the similar characteristics of words and letters instead of memorizing meaningless letters and sounds, they are getting letters and sounds much as they do in learning to speak."

#### No Meaningless Drudgery

"No one teaches babies formal lists of the sounds of the alphabet, the vowels or the consonants and then tells them how to put them together to make meaningful combinations. No, they learn by listening. In the case of reading, the children learn by talking and listening and seeing. They learn that words have meaning and use. As a result, they learn eagerly and swiftly. Reading is probably the first partly formalized

learning. And, to approach this most important learning as meaningless drudgery is to set a bad attitude toward all learning. Learning becomes boring rather than an eager quest for discovery and power.

"When you fellows down front here said: 'I know what that says.' It says 'Look, daddy, look,' you were doing exactly what the children do in the first grade after the teacher has discussed what's in the picture and given them the clue to some of the words. They begin to recognize words and associate them with meanings. The aim is to develop rapid reading, wide eyespan, so that instead of learning to take the letters one at a time, or words one at a time, and thus to read laboriously, 'the . . . cat . . . chases . . . the . . . rat,' the children learn to take in words, phrases, and sometimes even short sentences at a glance. They begin with ideas, phrases and sentences, then go to words, and last of all to the individual letters that make up a word.

"Don't think for a moment, gentlemen, that this means that formal drill is neglected. Teachers who know their business know that they must take time to call attention to similarities of initial sounds of words, initial looks of letters, so the children recognize the beginning letters of words. They know that they must take time to sound out likeness and unlikeness in word sounds. In other words, they must use drill. But, drill is no longer drill for drill's sake. The drill becomes a means to an end, with interest coming first and the learning being a means to an end much desired by the youngsters.

"The children write their names on their lockers, on their books, on their paper pads. They write labels for things in the schoolroom and put them in the appropriate places, such as FLOWER POT, PIANO, BIRD, SANDBOX, DOOR. They act out the words and act out ideas for a

story, telling of some experience in the classroom or something that they have seen on the way to school. Then the story is written out on the board by the teacher and the youngsters thus come to see that words have utility and meaning.

"As an especially effective device, the youngsters write: 'Hello, fourth graders,' on the blackboard. They then invite the fourth graders to come to their room and tell them what is written on the board. They are sometimes shocked and amazed, but almost always pleased beyond measure, when they see that the fourth graders can read right off what they have written on the board for them. 'Some day,' says their teacher, 'you'll be able to write messages so that anyone can read.' A little later they may write notes to their mothers and fathers like, 'Mother, I love you,' or 'Daddy, I think you're nice.'

#### Today's Readers are Faster

"Gentlemen, those of you who learned the old alphabet way, as I myself did, probably became word readers at some stage in your learning. Many of you, like myself, are probably still casualties to this laborious approach of going from meaningless symbols to laboriously written out words, to laboriously pronounced words, to laboriously read words, and finally, to becoming slow, laborious readers all of your lives!

"Some of the youngsters in the fifth or sixth grade today can read twice as fast as you and I. What's more, they tend to read with greater comprehension because their whole approach to the learning of reading has been the 'idea' approach. They have been taught to see that reading has meaning and that the chief object is to get ideas from printed words. Their eye-span is greater, they take in more words at a glance.

*(Continued on page 63)*

# The Freedom of the Individual

JOHN DIEFENBAKER, Q.C., M.P.

ON THE eve of the third anniversary of the Universal Declaration of Human Rights, being of those who feel that an International Bill of Rights cannot take the place of a national one, I will give you my reasons for advocating a Canadian Bill of Rights.

The Freedom of the Individual as we have it today is the result of many hundreds of years of struggle and progress. It would be tragic if, in a few short years, the fruit of those centuries of struggle were to be taken from us and *lost forever*, simply because we haven't taken the final necessary step of embodying in the permanent form of a National Bill of Rights, those sacred and precious freedoms we now enjoy, which are largely and I think insecurely based on unwritten law.

Never was the need for a Canadian Bill of Rights greater than now, for the immense pressure of international forces and events—the pressure of the *need* of what we call efficiency—is subjecting all governments in democratic countries to the temptation to take short-cuts.

Freedom was won by the assertion of the rights and dignity of the individual against the power of the state to the point where government or the authority of the state could no longer take a short-cut across the liberty of the individual. That was the accepted view until recent years.

Governments are now subject to such pressures that even with the best of motives and benevolent intentions the temptation to cut across the liberty of the individual is almost irresistible.

The concept of freedom is eternal. Vigilance to preserve it for the individual is equally eternal. History

shows that there have always been men, who by design or otherwise, would destroy or deny freedom.

Our concept of Freedom is founded on the Christian teaching that every human being is endowed with a soul and personality, which is sacred in the eyes of God. The consequence of this concept is that the State, if Freedom is to be maintained, must be the servant of the individual, rather than the individual being the servant of the State.

Men have tried through the ages, by Declarations of Rights, to maintain and expand Freedom—of these I might recall the laws of Moses—the Declarations of the Rights of Man in the Books of Exodus, Leviticus, and Malachi. The British peoples *everywhere* have as part of their heritage an unwritten constitution, together with the Magna Charta, the Habeas Corpus Act, and the Bill of Rights. Americans, in addition to the freedoms inherited in their British Heritage, have the first ten Constitutional Amendments to the Constitution of the United States.

What is Freedom? It cannot exist without Freedom of Religion, Speech, Press, and Association. Freedom is difficult of definition. It does not mean the right to do the thing that each of us will; it does not mean license which is the abuse of Freedom. Freedom is not the right to do wrong, but it does imply the right to be wrong, in the view of the majority, otherwise there would never be Freedom of Speech, of the Press, and of Religion.

It demands the restriction of the rights of each of us in the interests of all of us. What you do must not only be right for *yourself* but just for your fellow-men. It cannot be

**Does Canada need a Bill of Rights to protect individual freedom?  
One member of parliament thinks the state is becoming too powerful  
at the expense of individual freedom.**

preserved without equality under law, and under laws that require both you and me to live our lives within the law.

In the International Field, for the first time, three years ago, Human Rights were accepted to be matters of International concern. The Statesmen of the Nations of the World, in San Francisco, believed that the climate for peace could be secured when Freedom and equality under law are recognized by all Nations.

I saw Field Marshal Jan Christian Smuts draft the Preamble to the United Nations Charter on the back of a cigarette box. In it for the first time, the dignity and worth of the human person was given International recognition.

The material part of the Preamble reads as follows: "We the peoples of the United Nations determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women . . ."

The International Bill of Rights consists of a Declaration which is morally, but not legally, binding on the Member States. Many of the Nations have ratified the Declaration, but Canada has not as yet, and it has not even been submitted to Parliament. The hope is when the International picture is less clouded, that a covenant or treaty containing the Declaration of Rights will be accepted by the Nations and will be legally binding on those that accept it.

It has been a life-aim of mine to secure for Canada a blueprint of liberty in the form of a National

Bill of Rights, to protect the Freedom of everyone, under law, and above all, the rights of every citizen, however humble, against the ever-increasing power of the State.

Human nature being what it is, what was found to be convenient in the days of war has, in part, been carried into the practices of peace.

I am concerned over the need that the Freedom of those unable to protect themselves, must be assured under law.

The State is becoming more powerful and in many cases, by Order-in-Council, the Citizen can be left as "rightless and as helpless as a straw upon the sea."

I could give you many examples; one or two will illustrate: Freedom of the individual is denied when some Government official can make a decision binding on you and me and deny us an appeal to the courts.

Freedom of religion is in danger when it can be interfered with directly or indirectly by National or Provincial Governments, or by the Municipal by-laws of some City, Town or Village.

Freedom is in danger when anyone can be discriminated against because of race or colour.

The Cabinet is more powerful today than it has been for 200 years. That does not mean that Cabinet Ministers are ambitious to be tyrannical; it has arisen, in part, through the increasing degree to which our individual lives are being ordered by the State, in its desire to direct the individual as to what it believes is best for him.

You ask me what a Bill of Rights would do.

It would deny the right of any majority to interfere with my serving



God as my conscience demands.

It would deny the right of any Government to interfere with my right to speak, so long as I do so within the law.

It would deny discrimination by law against any person because of his race or colour.

It would guard the weak against the strong.

It would declare for a Government of laws—not men.

It would redefine the landmarks of liberty and establish Freedom, as the ark of the covenant for Canadians.

It would give positive evidence that when Canada, at the United Nations Assembly two years ago accepted the Universal Declaration of Human Rights, that acceptance was a Declaration of the Canadian people, not only Internationally, but Nationally.

It would provide every Canadian, however humble, with the right to appeal to the final Court—the Supreme Court of Canada. Such an appeal does not exist when the Fundamental Freedoms of the individual are interfered with in our Country.

It would require the setting up of a Committee of Parliament, whose duty it would be to be a "watch-dog" for Canada, against interferences with Freedom anywhere in Canada.

It would make Canadians Freedom conscious.

It would make Parliament more careful before passing laws that would have the result of interfering with, or suspending Freedom.

It would give you and me the knowledge that if injustice was done to any of us, a Committee of Parliament could be appealed to and that the Supreme Court of Canada

would always be available as a last resort to protect us against the denial of our Freedoms.

A Canadian Bill of Rights would mobilize the spiritual things of life, without which Nations, no less than men, cannot live the full life.

It would make for fuller Freedom without endangering the security of the State. It would signify the superiority of Democracy over the tyranny of Communism which denies equality of all. Under Democracy with its Freedom the individual counts; under Communism he counts for nothing, but is counted because he exists for the State.

I do not say that laws embodied in Bills of Rights or Statutes will make men good, for laws are only as strong as the demands of the hearts and souls of the citizens for the achievement of the ideals set forth in the law. What I do say is that a Bill of Rights will provide the Blueprint with the Supreme Court empowered to enforce that Blueprint.

Well-intentioned people will join with cynics and self-appointed realists, and say that a Bill of Rights cannot be enforced. "The same argument can be brought against the Sermon on the Mount seen against the actual practices of Christendom. Yet to what depths might society have fallen without that supreme declaration of spiritual ideals to support its age-long strivings to rise above sordid self-interest."

It is because I believe that the practice of Freedom is the answer to Communism that I want Canada to have a National Bill of Rights—a charter of Ideals preserved under law.

## CORRECTION

The sub-heading "Chemistry 2" was omitted on page 40 of the report on Common Errors on the 1951 Grade XII Examinations in the April issue. This should have appeared following the report on Question 11 of Biology 2.



# The Case For Technical Education

## PART II

T. M. PARRY

Vice-Principal in Charge of Technical Departments,  
Western Canada and Crescent Heights High Schools, Calgary

---

Part I of "The Case for Technical Education" by T. M. Parry appeared in the April issue.

---

**W**ITH the fact established that practical education was a successful adjunct to the fundamental subjects of learning long before the advent of the "progressive education" ideology, attention is next given to consideration of some of the objectives and reasoning underlying introduction of handicrafts and vocational courses into secondary schools and the stimulation which they give to the educational process.

Any discussion of the aims of technical, or other special fields in education should be based on the premise that these courses are complementary to the compulsory core subjects of the high school; each group serving as an incentive to the other.

It is a function of education to prepare the individual to become a useful and satisfied member of society, but doing it in a way which provides him with adequate opportunity to develop his own latent abilities, interests, and personality, while promoting a high standard of mental and physical health. This is the job that our composite high schools, in particular, have been designed, equipped and staffed to do.

### Education Must Serve the Masses

Critics of our modern schools usually measure educational attain-

ments in terms of their own school days. They fail to appreciate that today our schools at the high school level must cater to the masses rather than to the select few—a much different and greater task than ever before.

During the past two or three decades, many factors have combined to establish the belief that every child should receive a high school education, regardless of whether he plans to attend university, or not. The resultant increase in high school population exceeds, nearly tenfold, the normal increase which would have accrued due to proportional increase in population. The collective abilities of this large population range from the minimum acceptable to the other extreme of outstanding scholarship.

Young people of today live and study in an age of great technical and scientific development, undreamed of thirty or more years ago. The old formal curriculum is not capable of filling the differing needs of students now. Mere textbook acquaintance with the intricacies of automobiles, radios, motors, and other mechanical devices will not suffice. Technical training provides excellent correlation for academic subjects such as English, physics, chemistry, and mathematics. Specific gravity takes on real significance to a student when its meaning is associated with the servicing of a car battery; horsepower has practical value when referred to motors he can test; electronic theories can be appreciated when applied to the repair

of a radio, while board measure becomes a reality when taken into the woodwork shop.

No real evidence exists for support of the belief that the traditional subjects of the school curriculum possess extraordinary powers in developing abstract abilities denied to other, more practical and useful school courses.

### Marketable Skills An Asset

Students, at the senior high school level, are not far from the day when they must seek employment. As the day of graduation approaches most of them show real concern about their prospective careers. Shop subjects serve the double purpose of educating and of providing the student with some degree of marketable skills and knowledge. Instead of employers preferring to give all specialized training themselves, as some people claim, the real problem is to get them to leave promising young people taking such work, in school, until they have completed their education.

The shop departments are selected on a basis of coverage of broad fields, such as woodwork, metalwork, automobiles, electricity, homemaking and fabrics and dress, rather than the narrow restriction of a definite trade. Technical departments of secondary schools do not pose as trade schools; instead, they provide the fundamentals of training and experience suitable for wiser selection and acceptance of employment prior to receipt of further training from the employer. Students taking technical training as a portion of their high school courses are all, in addition, studying the same core, or compulsory subjects as are matriculation enrollees.

Many high school graduates have no desire to attend university. They are inclined towards the trades, industry, and business rather than the classics, or the professions. The

achievement of a craft is just as great an accomplishment to the apprentice as is the acquisition of a university degree to the matriculant.

### Criticism Not Justified

There always will be expressions of dissatisfaction, from some quarters, with what our schools are teaching and constant argument as to what should be taught. As always, the product turned out by schools today is roundly criticized. Nevertheless, these young people are far surer of themselves than were these selfsame critics in their schooldays. Undertakings of students, in the form of school and associated activities, far surpass in planning, in imagination, and in results, anything undertaken by their elders in their day. On leaving school, they enter a market of employment which grows more complex every year, yet—since progress continues—must be successfully meeting the varied demands of our communities, province, and nation. The cynics make sure that we hear all about the failures, but the workaday world carries on by the good efforts of the others. Technical education can claim an outstanding part in the school program which has achieved these results.

The tremendous growth of practical education in secondary schools, during the first half of the twentieth century, in the form of facilities and enrollments in technical electives, home economics and commercial training is perhaps the best evidence that these services are filling a real need for the masses who now attend high school. If your local school board has been criticized for providing, or contemplating these special facilities, then so should be the school boards of most large towns and cities in Canada and the United States, for their efforts and actions to give their students adequate educational facilities for today and tomorrow.

# A Plague on Both Your Houses

H. E. PANABAKER

Supervisor of Guidance and Junior High Schools  
Calgary

**W**HEN Rogers published his *Counselling and Psychotherapy* in 1945, he started a tempest in the guidance teapot that has not yet subsided. Its winds, some cool and stimulating, others full of the heat of fiery controversy, have been fanned in countless arguments and discussions wherever guidance people meet across the land.

Much of this controversy would have been avoided if his presentation had been considered as a whole rather than through the over-emphasis of one or two of its aspects. It should have been obvious to his most ardent, though sometimes ill-advised, disciples as well as to his most severe and stubborn critics that he was describing a method of counselling applicable in its entirety only in a very limited context. Had people always remembered the criteria he laid down to indicate when counselling, as he defined it, was applicable, we would never have had this debate between the so-called directivists on

the one hand and the non-directivists on the other. By the same token, a thoughtful reading of Williamson, who has been stigmatized by some as the arch-directivist, would have revealed that he was, in effect at least, not so far from Rogers as many people made out.

Beginners in counselling have found this artificially engendered opposition between directive and non-directive counselling a very real hindrance to their development. Instead of concentrating upon the acquisition of a set of techniques of counselling which would make them as effective as their limited experience would permit, they have felt a necessity to join one or other of the "schools" of counselling. In some centres, it has been fashionable to deride "directive" techniques, to make "non-directive" counselling a synonym for good counselling, and "directive" counselling a synonym for bad counselling. In other centers, the opposite position is accepted. Both of these points of views are dangerous. Wherever either view is

Reprinted from OCCUPATIONS.

Dear Mr. Ansley:

"You might like to know that one of the Alberta teachers, *Harold Panabaker*, has the editorial for December in *Occupations*. While teaching courses on Counselling at New York University this past summer he argued so well the need for unification of points of view toward interviewing that we made him put it down on paper. Incidentally, in the Department of Guidance, in which he taught, the teachers are rated by the students. Mr. Panabaker got one of the very highest ratings. This I am happy to report, for I like the Alberta Teachers. They were mighty fine hosts in Edmonton and Calgary, way back in '41 and '42 when I had the pleasure of working with them."

WILLIAM D. WILKINS,  
Editor, *Occupations*, Associate Professor, N.Y.U.

held by those responsible for training counsellors, students cannot obtain a full and well-rounded understanding of what is practical and effective counselling with the great majority of students or workers. Even when the two types of counselling are presented, all too commonly one is presented as somewhat less respectable than the other. Small wonder then that the student fails to see the importance and the necessity of adapting and applying techniques from both "schools" in his daily counselling work.

In spite of the great advances that have been made in the training of counsellors, the majority of counsellors for some years to come will be not highly trained clinicians but persons whose major training has been in other areas and who have only a limited training in the field of guidance. This makes it imperative that they be provided with a unified concept of counselling which they can translate into effective action; they must not be left perpetually torn between two schools of thought.

The writer believes that we must get away from the "either/or" frame of reference. There are welcome signs that we are beginning to do so. Far from being opposed to each other, the two types of techniques are, in fact, complementary. They can be worked into a single satisfactory system which will admirably serve the purposes of a counsellor whose work is with the ordinary run-of-the-mill student or worker. The permissiveness and acceptance of the "non-directive" approach can be blended with the careful diagnosis and cooperative planning of the "directive" method. The alert counsellor, responding sensitively to his client, accepts and clarifies feelings and attitudes and, when these have been cleared away, helps him to plan, even advises him upon, constructive courses of action. It is not a question of adhering to

some stereotype; it is, rather, a question of the counsellor's sensitivity to the needs of his client at the time, of his skill in timing, and of his demonstrated respect for his client as an individual.

This respect becomes evident in the acceptance the counsellor gives to his client, but it does not preclude a cooperative investigation of the problem concerned, the teasing out of facts, the frank stating of opinions, and even, on occasion, the proffering of advice. If the counsellor is a mature, well-integrated person who has found constructive solutions for his own problems, who is aware of his own limitations and always stays well within them, and who is not satisfying his own personal needs through his counselling, he need apologize to no one for presenting facts as the basis for decisions or for utilizing the counselling interview as a learning situation for his client.

Much has been written of the acceptance given the client by the counsellor. All too little has been said of the fact that in a good counselling relationship the opposite process is also true. The client learns to accept the counsellor as an individual in his own right not merely as the representative of the school or the company. He learns to accept him as an individual with feelings, ideas, and opinions of his own, and, further, he learns to place the proper value upon these when they are expressed. A counselling situation in which only one person is responding to the other is impossible. Acceptance of the client by the counsellor develops a reciprocal acceptance of the counsellor by the client and creates the atmosphere which makes successful counselling possible. In this view, counselling is thought of as a cooperative exploration and working through of problems facing one member of the client-counsellor team. It

*(Continued on Page 68)*

Honorary Life Membership in the Alberta Teachers' Association was presented by Miss Marian Gimby, president of the Association, to H. C. Newland (posthumously), and to Harry D. Ainlay, at the Annual General Meeting in Calgary, April 15.

## Honorary Life Membership Alberta Teachers' Association



H. C. NEWLAND

One of Canada's foremost educationists. He headed the examination lists in Elgin County, Ontario, at public school leaving. In 1910, he graduated from the University of Toronto with first place in Honour Philosophy. Later he obtained his Master of Arts and Bachelor of Education degrees from the University of Alberta, both with top rank. He completed his studies at the University of Chicago where he received his Doctor of Philosophy with high standing.

Dr. Newland has been associated with most of the significant changes in education during two decades. His experience ran through that of high school teacher, principal, nor-

*(Continued on page 24)*



HARRY D. AINLAY

Harry D. Ainlay was born in 1887 in Brussels, Ontario, and obtained his high school education at Collegiate Institute at that centre.

Coming west, he was granted a teaching certificate in 1910 and first taught at Parkland, Alberta.

From 1912-1914 he attended the University of Alberta.

In 1916, he began his teaching career in Edmonton at Queen Alexandra School. During 1925 he completed his B.A. degree from the University of Alberta, and in 1929 transferred to Garneau High School, where he taught mathematics.

Prior to his election as mayor of Edmonton in 1945, Mr. Ainlay was on the staff of Strathcona High

*(Continued on page 24)*

## H. C. Newland

*(Continued from page 23)*

mal school instructor, high school inspector, chief inspector and supervisor of schools for Department of Education.

Hubert C. Newland was one of the bold few who planned the Alberta Teachers' Alliance, and he lavished on it the keenness of mind and purpose which was characteristic. He served as president of the Alliance from 1920-22. He was one of the moving forces in organizing the CTF and served as its president in 1923-1924.

Dr. Newland was a man about whom controversy rages—a leader before his time. He was ambitious for education and saw in it a prospect for social reform. Under his regime, education in Alberta was reorganized along generally modern lines.

In effecting changes in the educational pattern, Dr. Newland acquired the reputation of ruthlessness. He had principles on which he would not compromise irrespective of the pressure against his actions. He was brilliant in thought, tireless and courageous in action. His mark on education in Alberta is there for all to see.

## Harry D. Ainlay

*(Continued from page 23)*

School, where he taught social studies. In all, Harry Ainlay was in the employ of the Edmonton School Board 31 years.

Always interested in public service, he contested and won aldermanic election before his successful candidacy for the mayoralty. Before his retirement in 1949 from civic office, he had won the respect and admiration of all as an able chief magistrate.

Harry Ainlay was one who fought the good fight in the old days of the Alliance. He served as an Executive member, and in 1928-1929, was president of the Association. His vitality and honesty of purpose, his courage and tireless activity were characteristic then as now.

Retiring on superannuation from teaching early in 1950, he moved to Hammond, British Columbia. Continuing his interest in public affairs he has served as a trustee of the local school board. Recently, he has become a candidate in the forthcoming provincial election in British Columbia.

---

## Canada-United States Committee on Education

The Canada-United States Committee on Education is a voluntary international committee of educators devoted to the improvement of the knowledge and understanding of each country in the other.

The six-point program of re-education offered by the Committee is designed to encourage:

(1) American publishers to issue more textbooks and supplementary readers containing stories on Canadian life.

(2) Border cities to arrange for the exchange of pupils for short periods.

(3) Universities to sponsor con-

ferences dealing with mutual problems of Canada and the United States.

(4) American universities to invite more Canadian professors to teach at summer sessions.

(5) More publicity, through educational magazines, to materials on Canada and the United States, which might be developed for use in the schools.

(6) The use of tests to identify areas of knowledge of the two countries that need increased emphasis in the instructional programs of schools and colleges.



## Annual Report of the President

**M**Y remarks today are not addressed primarily to this Annual General Meeting. I am speaking to the teachers of Alberta who elected me, and after that to whom it may concern. For what I say, I am alone responsible. I shall give you some of my opinions about the Alberta Teachers' Association. They may or may not agree with our present policy. You will evaluate them for yourselves. Some of them you know already and have accordingly, I must suppose, elected me. Some of them I shall have to speak of now, and others at a later time.

This has been a good year for the Alberta Teachers' Association. Our formal opening of Barnett House shows one high water mark in our prosperity. When you come to Edmonton, don't fail to come and see it. It's yours. The House that the Teachers' Built. This year we have been absorbed in building and moving and in dealing with financial emergencies, both in salaries and in pension. Other matters are clamouring for attention—research, publications, curriculum, constitutional reform. But we are making progress. In the course of my duties as your representative this year I have crossed Canada from sea to sea, and I am satisfied that in Alberta and indeed everywhere teachers are making progress, even in the matters dearest to me.

This past year has been one of better cooperation between the Alberta Teachers' Association and the Government of this province. We should like to say thank you to our Government for all that they have done for us. They have certainly spent more money on education this year than ever before. They have not come to the rescue of our pension but no doubt they have good

reason. They have given us a new and much improved *School Act*. It represents a great deal of thought and effort on the part of officials in the Department of Education. We are especially pleased that we and the Trustees were invited to discuss it throughout its early stages. We wish we had been also allowed to present our opinions on the revisions again and directly to the Government, for there are still some clauses which do not please us. We are glad that the new *School Buildings Assistance Act* promises more help for capital expenditures, though still not enough, especially in the cities where the building program is heaviest.

It is very hard to say thank you without asking for more. Our educational grants look very good when expressed as cost-per-pupil. But what fraction are they of the total cost of education? What fraction of the revenue of the province? How do they compare with provincial grants towards less important matters? Or with the figures for other provinces, or even for this province in former years? We do appreciate all that has been done for us and for the children. The pie is delicious—we've eaten every crumb. *Please* may we have another bigger piece?

We have one of the finest teachers' unions in the world, in my opinion. But it is not perfect. There are changes that must certainly be made. Next year may see some of them. There are serious problems of administration and of personnel to be adjusted. We should see how our teachers in neighboring provinces have handled their similar problems. Perhaps we shall have to add another senior staff member, but it is too soon to be sure. In any case we must make certain that control lies in the

hands of our elected officers who are easily removable in order that this Association, so dear to all of us, "can do no wrong."

This year it has been our good fortune to add to our staff a man well-known to all of you. Our past president, Mr. F. J. C. Seymour, was appointed our Assistant Secretary in July to fill an unexpected vacancy. His long experience in the conduct of our business, as well as his fine personal qualities make his services invaluable to us. The Executive is well pleased with his work, especially in the field of public relations where his genial generous nature continues to win friends for the Alberta Teachers' Association. I have a good deal of confidence in Mr. Seymour. I hope he will stay with us, for if he cannot meet the needs of the situation I do not know any one man who can.

In appointing an assistant it was our intention that the General Secretary should exert supervisory control, and that both men should be independently responsible to the Executive. We expected that it would be some time before they would wish to decide between them how to handle our business. We hope this arrangement will prove satisfactory. In any case it is imperative that the assistant become familiar with all important aspects of the work, in case of emergency. No one man is indispensable to the Alberta Teachers' Association, nor ever need be again.

I have said that across Canada teachers are making progress. But not enough. In Alberta we are lucky by comparison. In the province of Nova Scotia our fellow teachers are worn by an epidemic of strikes. Their salaries are shocking. In this year of 1952, with the cost-of-living index at 191.5, the annual income of *all* the teachers of Nova Scotia averages less than \$33 a week. The Nova Scotia Teachers' Union has been struggling for many months to lift their basic (Grade XI and one year of training)

up to \$1,200. From almost every province fellow teachers have sent money to help them; they have made some gains, but their difficulties are by no means over. Ironically, we note that in Nova Scotia the provincial government is already paying 56 percent of the cost of education, and that a provincial salary schedule alone is not the answer—for they have one.

At Ottawa, the fight goes on for Federal Aid. A wheel in a wheel—the little wheel is support for education but the big wheel is Dominion-Provincial Tax Relations. Our present government cannot yet be persuaded that large grants for public schools are no more "unconstitutional" than smaller grants for universities. If you think you can take it, read the account of the latest gallant effort in the Federal House under the leadership of Mr. R. R. Knight of Saskatoon (Hansard, March 19th and 20th, 1952). Who fought on our side? Who shamefully talked it out and refused to let a vote be taken? From the records of the House of Commons you can see where the need for education is greatest.

Go and talk to your own Federal member. Federal Aid is not a party issue. It is true that Alberta has less to gain now than formerly. But make him see that education cannot be dealt with in terms of local rights and provincial responsibilities. It is a national imperative. The boy with the shoddy schooling from some less fortunate part of Canada may some day be his own son-in-law.

In the Alberta Teachers' Association we must very soon turn our attention to the whole field of curriculum. Changes in curriculum should grow from the roots in the classroom, and should not be introduced, even on an experimental basis without the teachers being consulted first. To those of you who are interested in this coming vital phase of ATA



activity, I recommend first a thoughtful perusal of the "Official Bulletin" on Curriculum printed in *The ATA Magazine* of October, 1951.

This year a new principle has been recognized in our salary negotiations—the cost of living bonus. In my opinion its value is debatable. The bonus is easier to get perhaps (and easier to lose!) but it admits that the basic salary is adequate for normal times—which we deny. In B.C. the teachers are not being put off by a cost-of-living bonus; they are pressing for a percentage increase in salary. In any case, there is no doubt about the injustice of the cost-of-living bonus when it is applied with a differential—more money for people with dependents. This is absolutely contrary to the principles of collective bargaining. It is not condoned by the International Labor Office. It has been done away with in the Civil Service and is rare in industry. It will eventually destroy any salary schedule on which it fastens. Avoid it like the plague. Cost-of-living bonus is pay for income tax, for pension deduction, for any other purpose. A differential contravenes the principle of equal pay on which the ATA is founded. We must fight together for a high minimum and a high maximum and for certain additional payments for training and experience. But we should never consent to salaries based on the number or the needs of dependents.

We hear much talk about professionalism and about raising the prestige of the teachers. The ATA has spent money lavishly and to my mind foolishly to advertise our wares, to "sell" ourselves to the public.

Notice our budget for public relations; the great bulk of it is swallowed up in an institutional advertising campaign that is very hard to assess. What attention has it gained except unfavourable? We hope to get what is called a "favour-

able press." But if we spent much more, spent to our utmost, our offerings to the "agencies of public opinion" would still be only peanuts compared to those of interests that compete against us.

I cannot approve of this type of "promotion." No doubt we should spend money on public relations, and plenty of it, but there must be a better way.

We shall not raise the status of the teacher by ballyhoo and glamour ads in the daily press nor by tooting our own horn on the radio. We shall raise the status of our profession when better teaching is done by better teachers in every classroom in the country. When we can retain and regain to the profession experienced and conscientious teachers whom we now lose not only because of low salaries—I mean our married women teachers—and when we can recruit superior young people who mean to stay in the profession and stabilize it; when we can give teachers classes they can handle, smaller classes of orderly students where they will have some chance to put their theories into practice; when we can give the children things to do in school that bear more relation to their real interests outside, things to learn that they can see they will need to know; we shall raise the prestige of the teaching profession when we improve the products of our schools.

I wish to speak today of two important matters.

One is our pension scheme. A year ago we received the report of our first actuarial survey. It showed that we must either arrange for a further contribution of 3 percent of teachers' salaries or reduce present benefits. It was hoped by many teachers that if we were to contribute another 1 percent, or 1½ percent of salaries, the Provincial Government might be induced to contribute the balance, directly or indirectly. This hope has

been disappointed. On January 7th your Executive as a body waited upon the Premier and his cabinet to make this offer, tentatively. We were kindly received, but we were not led to hope that our request would be granted. When the budget was brought down we received a letter from the Premier that showed us plainly that we could expect no such increase in the near future. Mr. Manning, said, in part—

"It is recommended that the Board of Administrators and the Alberta Teachers' Association continue to give study to ways and means whereby the Fund may be protected without the necessity of further contribution from the Government. It is felt that taxpayers are being asked to pay the maximum contribution that they can be expected to make."

The Premier's letter is very polite and very plain. We must now decide whether we wish to increase our contributions for this present pension or to consider some curtailment and possibly some redistribution of the benefits.

This is a solemn matter. No hasty steps should be taken, there is no reason for panic. We are not going to be left without a pension. Nobody will lose any of the money he has contributed. At worst we may have to scale down certain types of benefits.

Let me restate the case briefly. Four years ago the Provincial Government undertook to pay into our pension fund 3½ percent of teachers' salaries. That year, 1948, the grant was \$320,000. This year, 1952, it will be nearly double—\$600,000 or more. As our salaries climb painfully in pursuit of the soaring cost-of-living two other things mount with them—our debt (our unfunded liability) and the Government's contribution to our pension. The grant is based not only on the number of teachers but also on a percentage of their total salary; the salary is the

dangerous variable. When the pension and our salaries are linked together the Government may view them both with understandable alarm. Whereas a flat rate per teacher is a foreseeable commitment that might be much more readily undertaken.

Our pension money must be invested in gilt-edged security to yield not less than 3 percent interest. It is not easy to find enough fields for investment, and as the fund grows it will not get easier. A large unfunded liability like ours cannot be left alone at compound interest for more than a year or two. It is deadly dangerous. We could soon be the slaves of a runaway debt. If the purchasing power of money continues to fall, and it does fall steadily over the years, though not often as rapidly as now, then we must expect that both the ATA and the Government will be faced with a recurring crisis.

You should know that the Canadian Teachers' Federation has set up a committee to survey teachers' pension plans in Canada. There are movements towards revision in several provinces. The first report of the committee was issued this winter. I recommend you to get a copy and to study this matter with the greatest care.

There are two typical pension plans — the service-plus-annuity which they have in B.C. and Saskatchewan and the annuity only which we have in Alberta. Notice the benefits and the penalties under each. The Saskatchewan teachers publish every year in their magazine a list of their teachers going on pension with such information as their addresses and the amounts of their pensions. It makes very interesting reading; I should like to see the counterpart for Alberta. Ask yourself why the B.C. teachers in a referendum this year when they were urged to change to our plan, voted overwhelmingly to retain their present service-plus-

annuity pension. Were they right?

In Alberta we have no minimum pension and no maximum. I am still receiving letters from men and women who have taught many years in Alberta who are finding in despair that they get little or no pension. Heartbreaking letters. True, most of these people did not contribute during those years, there being no pension, but some of them fought valiantly to get it for us. I cannot do a thing to help these teachers. Nor to help teachers who are forced to pay for benefits that they can never hope to share. Our pension scheme, like all insurance is based on the principle of estreatment whereby the weak or the unfortunate must pay to enrich the strong or the lucky. But unlike insurance, ours is compulsory—you must buy it whether you want it or not.

There are those who say that our pension scheme is too narrow that the benefits are unfairly distributed, that the penalties of forfeiture are as harsh as the laws of Droco and that they fall on a particular group of people. If pension is recognition for service rendered why should salary or sex be a factor? If pension is deferred salary why should it ever be forfeit? Why not spend public money for pensions as for the old age pensions; share and share alike and let the income tax equalize? I have not found the answers to these questions.

The money given by the people of Alberta is meant to show their gratitude to former teachers, most of whom have always been shabbily paid. It is intolerable to me to find this money used for any other purpose until a floor is laid—a decent minimum pension to every teacher who has given long years of faithful service.

I hope that the teachers of Alberta will take time to demand and to examine scrupulously all the evidence, to re-assess our pension

scheme and to make such changes in it as may give justice to all and the greatest good to the greatest number.

The other matter is the nature of our Association. In January at our Emergent General Meeting, the Councillors voted unanimously to support the stand of certain teachers who proposed under certain conditions and in order to obtain raises in salary towards a decent standard of living, to refuse the award of a board of arbitration and to go on strike if necessary. Unanimously. The local involved was unanimous, the Executive and the Councillors were unanimous in approval. And unanimously also the Councillors passed a motion to levy funds provincially for the support of such striking teachers.

This action was newsworthy since this was the first occasion on which we, the Alberta Teachers' Association, have moved to invoke our rights under *The Alberta Labour Act*. We have been criticized in certain quarters. Our "Dr. Jekyll and Mr. Hyde" behaviour seems to baffle even some of our friends. They say "This is beneath you. Make up your minds. Are you a profession or just a labour union, after all? The two simply don't go together." To which we must always answer "We are both." They go together—like body and soul.

What is the distinction? A group of men unite on an occupational basis to improve their standard of work and protect their standard of living. They do the first where they can and the second where they must. And so do we. The senior professions of theology, law and medicine had their origin in medieval unions (guilds, orders, societies), which certainly had both purposes. They still have both. Was it not L. W. Brockington who said that the Law Societies form the biggest little union in the country—or words to that effect? What else could you call the American

### Medical Association?

Professional people, usually, are their own employers. They set their own fees and agree as far as necessary on hours and conditions of work. They restrict the number and select the quality of applicants into their associations—which we do not. They do not go on strike—nothing so vulgar—but try and get a doctor when you need one.

Teachers, usually are not their own employers. They work for the public. And that employer must sometimes be shown like any other, that the public can be unfair to its employees, including teachers.

A strike is not a picnic. Everybody suffers, especially the strikers. The cost comes high in sleepless nights, in hard words among neighbors and friends, in privation and in hunger, even. Nor are we sure of winning every time. But it is the employees' last crude means of defence—to seize public attention and focus it upon injustice. Every strike is a strike against the public, and directly or indirectly the consumer always pays. But a strike in the public services receives prompt and indignant attention. We shall get plenty of abuse, but eventually we shall get justice too, or there is no hope for democracy. A strike is a weapon of last resort; may we never lose it and never have to use it.

We are both. Professionalism alone is a disembodied soul. Where can we find it? There is another group of people who are struggling as we are to form a profession out of heterogeneous and not too promising material. I refer to Journalism. A survey done some years ago by *Time* and *Fortune* called "A Free and Responsible Press" shows us that newsmen share our greatest handicap—the membership is in a constant flux. To build esprit de corps among a large and ever-changing group of people, most of them with little or no

training, in and out of the profession for short or indefinite periods—this is a labour for Hercules. The press should understand our problems, and see our need for a strong union, the organic foundation without which professionalism is still a castle in the air.

We are both. What part of a rose is a rose, the root or the blossom?

Professionalism is the flowering of a union. It is a bouquet of intangibles—a sense that your craft is greater than you are and worthy of all you can give it, that you can never know enough about it. It is pride in fine workmanship and honest effort. It is respect for the things you work with. It is loyalty to colleagues and to the rules of the game—the code of ethics. It is to the workman what sportsmanship is to the player. It is personal and professional integrity. It is esprit de corps—the soul of the body.

But the body comes first. A healthy profession will have strong and vigorous roots, well-tilled with union activities, well-watered with union dues, and the tree will be constantly trimmed and pruned by firm democratic control.

We are both. The Alberta Teachers' Association is a professional group of teachers, but it is also a labour union—one of the best. It was founded by a man schooled in the labour movement. In Britain, mother of democratic institutions, where he came from, labour unions are quite respectable, in fact our colleagues there call themselves the National Union of Teachers Unionism is beneath us; it is the solid ground on which we stand.

As I told you, these are only my own views. Between the policy of the Alberta Teachers' Association and the ideas of the President any resemblance is purely coincidental. Our union is not that good. Not yet.

MARIAN GIMBY.

# Annual Report of the General Secretary

Calgary, Alberta,  
April, 1952.

To: Councillors and Members  
of the Executive  
Annual General Meeting  
Alberta Teachers' Association  
As general secretary, I respectfully submit the following report to the thirty-fifth Annual General Meeting of the Alberta Teachers' Association.

## 1. Membership

The number of teachers registered as members of the Association on March 1, 1951, and on March 1, 1952:

	1951	1952
Life Members	216	249
Faculty of Education		
Edmonton	411	472
Calgary	210	157
Optional Members		
Faculty of Education	15	12
Correspondence Branch	44	41
Employed by		
School Boards	6447	6610
	7343	7541

## 2. Organization

At present there are 68 locals and approximately 69 sub-locals of the Alberta Teachers' Association.

## 3. Publications

Ten issues of *The ATA Magazine* were published from September to June inclusive. The total circulation is now 8474.

In July of 1951, the editor attended the Rural Editorial Service annual workshop for editors of educational publications, which is sponsored by the Kellogg Foundation Fund. Francis S. Chase, University of Chicago staff, is the director. The workshop was held at Alta, Utah.

A questionnaire with respect to *The ATA Magazine* was sent to the

councillors in May 1951. Thirty-nine were returned. Eleven rated the magazine as excellent, one as very good, twenty-four as good, two as fair.

The RES staff does two appraisals of *The ATA Magazine* each year, the last one being the October issue. The appraisal includes comments on the cover, the table of contents, the placement of contents, layouts, headings, blurbs and sub-headings, text type and column treatment, illustrations, captions and boxes, press work, editorial content and readability.

## 4. Research

The major need for research in Alberta is still a comprehensive survey of the total school system. The Kellogg Foundation has been asked to undertake such a survey but, to date, has not agreed to do so.

## 5. Library

From February, 1951, to February, 1952, 365 books were loaned to our members. Please note the library report in this Handbook.

## 6. Scholarships

The John Walker Barnett Scholarship for 1951 was awarded to Grace Andrews of Three Hills, Alberta.

The Clarence Sansom Memorial Gold Medal in Education was awarded to Elinor Stolee of Edmonton.

## 7. Conventions

Seventeen conventions were held between September 24 and November 9, 1951, and two, Edmonton City and Calgary City, February 4 to 8, 1952. Our guest speakers were W. Virgil Smith of Seattle, Washington; Gordon M. A. Mork of the University of Minnesota; Donald Nylen of Seattle, Washington; Harry W.

(Continued on page 33)

***Provincial Executive, Alberta Teachers' Association***



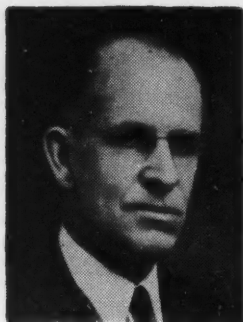
**F. J. C. SEYMOUR**  
Assistant General Secretary



**MARIAN GIMBY**  
President



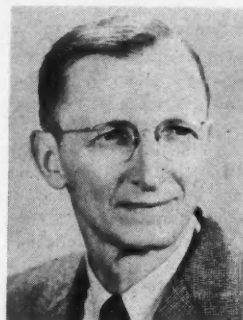
**FRANK J. EDWARDS**  
Edmonton District



**W. ROY EYRES**  
Calgary District



**EDWIN McKENZIE**  
Southwestern District



**NICHOLAS POOHKAY**  
Northeastern District

## ***Teachers' Association, 1952-53***



**ERIC C. ANSLEY**  
General Secretary-Treasurer



**LARS OLSON**  
Vice-President



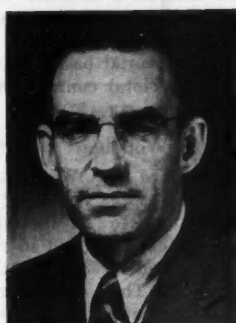
**ROBERT A. KIMMITT**  
Southwestern Alberta



**W. D. McGRATH**  
Northwestern District



**D. A. PRESCOTT**  
Central Western District



**KENNETH W. SPARKS**  
Central Eastern District



*(Continued from page 31)*

Porter of Stanford University; and Oscar M. Chute of Evanston, Illinois.

In the main, the conventions are well organized and well attended. However, in a few cases, the attendance falls off during the last afternoon.

The proposed timetable for 1952 is on page 72 of this Handbook.

### **8. General Meetings**

In addition to the Annual General Meeting, an emergent meeting of Councillors was held in Edmonton on January 26 to deal with the questions of salaries and pensions.

The matter of salaries had come to a head in the Stettler dispute. For the fourth time the award of a Board of Arbitration had been \$50 a year, less than one dollar a week. It was becoming common knowledge that school boards were being advised to let disputes go to arbitration, perhaps, in order to make teachers' salary disputes unpopular with the Department of Industries and Labour; and the award would likely be only about \$50 a year anyway. The councillors decided to use all available means to get adequate increases in salaries this year, even to the extent of strike action.

The Emergent Meeting authorized the Executive Council to continue negotiations with the government to have the pension scheme put on a sound actuarial basis through an increase in total contributions of 3% of salaries.

### **9. ATA Workshop**

The third ATA Workshop was held in Banff at the School of Fine Arts August 19 to 25 inclusive. Fifty-one teachers enrolled in the regular sessions and seventeen in the writers' course. The consultants were Leonard Savitch, group dynamics; Byron H. Christian, publicity and public relations; H. J. M. Ross, col-

lective bargaining; Lars Olson, ATA administration; and Howard M. Brier, writing. The following also assisted the consultants: K. A. Pugh, chairman of the Board of Industrial Relations; H. E. Bendickson, secretary of the Department of Industries and Labour; W. H. Swift, deputy minister of the Department of Education; and W. E. Frame, chief superintendent of schools.

The following record is interesting: 23 locals have sent delegates to three workshops, 15 locals have sent delegates to two workshops, 11 locals have sent delegates to one workshop, and 14 locals have not been represented at any workshop.

The fourth workshop is scheduled to be held at the Banff School of Fine Arts from August 17 to 24, 1952, inclusive. This year, necessary travelling expenses of accredited representatives of local associations will be paid from Association funds.

### **10. Executive and Committee Meetings**

The Executive Council held meetings on the following dates since the 1951 Annual General Meeting: March 29, 1951, April 20 and 21, 1951, May 26, 1951, July 3 and 4, 1951, September 14 and 15, 1951, December 7 and 8, 1951, January 7, 1952, January 25, 1952, February 25 and 26, 1952.

The ATA Education Coordinating Committee met on February 16, 1952.

The Provincial Salary Schedule Committee did not meet this year.

The Resolutions Committee met on February 23, 1952.

The Library Committee met on February 9, 1952.

The Discipline Committee met on April 28, 1951, and on February 29, and March 1, 1952.

The Conference Committee of the Department of Education, the Alberta School Trustees' Association, and the Alberta Teachers' Association

# **INDUSTRIAL ARTS FOR TEACHERS**

The Provincial Institute of Technology and Art, Calgary is now co-operating with the Faculty of Education of the University of Alberta by giving shop courses required in the program leading to the degree of B.Ed. in Industrial Arts. This program extends over four years, during the first three of which shop courses are given at the Institute. At the same time courses are given in professional subjects at the Calgary Branch of the Faculty of Education. The work of the final year is given at the Faculty of Education in Edmonton.

**TEACHERS ARE INVITED TO WRITE  
FOR COMPLETE INFORMATION  
TO—**

## **THE PROVINCIAL INSTITUTE OF TECHNOLOGY and ART**



**CALGARY, ALBERTA**

**Affiliated with the University  
of Alberta**

**Under Direction of the Department of Education  
Hon. Ivan Casey, Minister  
J. Fowler, M.A., B.Sc., M.C.I.C., L.L.D., Principal**

tion met on May 18, 1951, October 3, 1951, and December 3, 1951.

#### 11. Resolutions of Annual General Meeting, 1951

The disposition of the resolutions passed at the 1951 Annual General Meeting is being reported through *The ATA Magazine*, newsletters, and the AGM Handbook.

The Conference Committee met on May 18, 1951, October 3, 1951, and December 3, 1951, to consider school regulations and the revised draft of *The School Act*. A number of resolutions were presented to this committee in connection with the regulations and *The School Act*.

A committee of the Executive Council of the ATA met with the Provincial Cabinet on January 7 to present the resolutions. The main ones discussed dealt with pensions.

No resolutions have been submitted to the officials of the Department of Education as yet (March 15) because of the difficulty in arranging a meeting.

#### 12. Electoral Ballots

Four electoral ballots were presented to the teachers last September. The results of the electoral votes are on page 18 of this Handbook. Electoral Ballot No. 1 was the only one that obtained the necessary 50% required for presentation to the AGM. It is printed on page 19.

#### 13. Discipline Cases

During the past year, five teachers have been brought before the Discipline Committee on charges of professional misconduct.

#### 14. Canadian Teachers' Federation

The annual conference was held in Charlottetown, Prince Edward Island, August 7, 8 and 9, 1951. Our delegates were Marian Gimby, president of the ATA, F. J. C. Seymour, past president and assistant secretary, and Eric C. Ansley,

general secretary. Edgar T. Wiggins of Didsbury, past president of the ATA, was the president. It is a tribute to Mr. Wiggins that this year's conference was considered to be one of the best in the history of the CTF. Mr. Wiggins gave an excellent account of his trip to Malta to attend the meeting of WOTP as a representative of the CTF.

The conference dealt with international, national, and provincial matters, reports from officers and committees, and research problems, and held panels on collective bargaining, workshop technique, and pensions.

#### 15. Western Conference, Edmonton, November 26-28, 1951

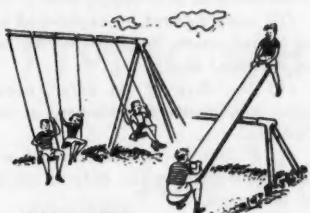
The Fifth Western Conference of Teachers' Associations was held in Edmonton, Alberta, November 26, 27, and 28, 1951, immediately following the official opening of Barnett House. Miss Marian Gimby, president, and Eric C. Ansley, general secretary, represented Alberta. George G. Croskery, general secretary, represented the Canadian Teachers' Federation. This meeting is continuing to be of help to all four provinces, through the free interchange of opinion and the pooling of information about problems relating to teachers and their associations.

The salary schedule on page 74 was recommended by the conference and approved by the Executive Council of the ATA and by the Emergent Meeting of January 26, 1952.

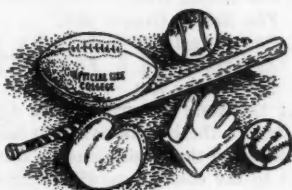
#### 16. Legislation

This year, the February issue of *The ATA Magazine* was used to inform teachers about the existing legislation and the proposed amendments, with respect to the following acts:

##### 1. *The Teachers' Retirement Fund Act*



**FOR FUN . . .** Moyer offers safe, dependable *playground equipment*. Slides, swings, seesaws, gymnasium sets . . . they're all illustrated and described in the Moyer Catalogue. For further details and prices, see your Moyer representative.



**. . . AND GAMES** — For baseball, football, basketball or volleyball, you'll find a wide range of sporting equipment for your school in the Moyer Catalogue. Make your selections now, and to avoid disappointment — please order early.

# MOYER

*Everything for the school since 1884*

## SCHOOL SUPPLIES LIMITED

10262 - 107th Street, Edmonton, Alta.

MONCTON • MONTREAL • TORONTO • WINNIPEG • SASKATOON • EDMONTON

***This Summer***



# YOU CAN FLY TCA

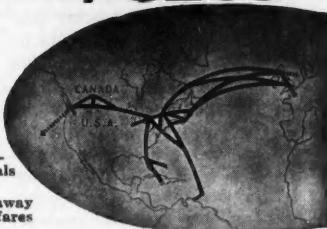
## to EUROPE for only \$265

### Montreal to London

and only \$477 return

DAILY FLIGHTS in roomy, 40-passenger TCA "North Stars" provide a Trans-Atlantic air service that offers you BOTH the big new savings of tourist fares and the relaxing comfort of two abreast seating throughout. Fly TCA—with "Million Miler" Captains—experienced crews—Steward and Stewardess service—delicious meals at moderate cost.

Great Britain and Europe are only hours away by air—and now at lowest year 'round fares ever offered!



## TRANS-CANADA

International • Trans-Atlantic  
Transcontinental  
Effective May 1st.

## Air Lines TCA

Ask your  
Travel Agent  
or nearest  
TCA Office  
for full  
information.

2. *The School Act*
3. *The School Grants Act*
4. *The School Borrowing Assistance Act*
5. *The County Act*

At the time of writing, the bills relating to these Acts have not been presented to the Legislature. A statement to the councillors will be made in regard to any amendments to existing legislation that are of interest to teachers.

## 17. Tenure

No changes have been made in existing regulations, except in dates.

331.—(1) Subject to the provisions of the following subsections, a teacher shall be deemed to have entered into a contract of employment with a board after the making of an offer of employment to the teacher by the chairman or secretary followed by an acceptance of the offer by the teacher on or before the eighth day following the date of the offer.

(2) If the teacher accepts the offer on or before the eighth day following the date of the offer the secretary shall send a confirmation of the resulting contract to the teacher forthwith.

(3) If the teacher does not accept the offer until after the eighth day following the date of the offer made by the chairman or secretary, no contract shall exist.

(4) After the eighth day following the date of the offer, the teacher may send a statement to the chairman or secretary to the effect that he wishes to accept the offer.

(5) Within four days after the receipt of the teacher's statement the chairman or secretary may send him a notification that he is under contract to the board, and the teacher shall be deemed to be under contract from the date of the notification.

(6) For the purposes of this section,—

(a) an offer, acceptance, confirmation, statement, or notification,—

(i) shall be in writing; and  
(ii) may be sent by registered mail or by telegraph, or delivered by hand or ordinary mail;

(b) the date of an offer, acceptance, confirmation, statement or notification,—

(i) if sent by registered mail or by telegraph shall be the date of mailing or despatch;

(ii) if delivered by hand or ordinary mail shall be the date of receipt.

339. (1) No teacher shall give a notice to terminate a contract effective in any month except the months of July and August until he obtains the approval of the Minister.

(2) No teacher shall give a notice to terminate a contract under which he has not yet rendered service until he obtains the consent of the Minister.

(3) A notice to terminate a contract effective in the month of August shall be given to the board by the teacher on or before the preceding fifteenth day of July.

## 18. Pensions

L. E. Coward, of the actuarial firm of W. M. Mercer Limited, has made a survey of the Fund and has reported as follows:

1. The present contributions of 8% of salaries are not sufficient to maintain present benefits.

2. The unfunded liability has increased from an estimated \$6,500,000 in 1947 to \$12,000,000 as at December 31, 1949. (The unfunded liability is now over \$13,000,000.)

3. In order to maintain the present benefits it will be necessary to increase the contributions to the Fund by 3% of total salaries.

4. In Mr. Coward's opinion, the Fund has been operating satisfactorily, except that the inflationary increases in the earnings of teachers since 1946 have added to the liabilities of the Fund, something which had not been anticipated and which cannot be controlled.

# TYPING and SHORTHAND

DURING

## July and August

SPECIAL CLASSES for teachers who wish to qualify for these subjects will be held at our South Side School, 10705 - 82 Ave., about six blocks from the Education Building. This work may be taken in conjunction with Summer School work. Write for full information.

**McTavish**  
**BUSINESS COLLEGE**  
**LIMITED**

10241 - 102 St.

Edmonton

Phone 42141

*Announcing . . .*

## THE NEW BASIC READERS

CURRICULUM FOUNDATION SERIES

New Contributions for a New Decade

Watch for  
new help at the pre-reading level  
new stimulation and training for  
thoughtful reading and remembering  
new aids for the slow-learning  
child  
a new program in literature,  
especially poetry

a newcomer to the Curriculum  
Foundation Series: The Basic  
Language Program, correlating  
instruction in talking, spelling  
and writing with the New Basic  
Reading Program, making  
available for the first time a  
completely integrated Language  
Arts Curriculum.

We Read Pictures	(For Kindergarten and)	.....	.50
We Read More Pictures	(reteaching activities)	.....	.50
The New Before We Read	(For Reading readiness activities)	.....	.50

**W.J. GAGE AND COMPANY LIMITED**

82 Spadina Avenue

Toronto 2B, Ontario

## What Has the ATA Proposed?

The Executive Council of the Alberta Teachers' Association met with the Executive Council of the Government on January 7, 1952, and proposed that

"1. Contributions by teachers, government, and school boards should be increased from 8% of salaries to 11%,

"2. An increase of 3% of salaries would provide for slightly more than the interest on the unfunded liability, and the balance could be used to increase the benefits for service from and after 1952.

"It should be noted that it is difficult to increase contributions, without a corresponding increase in benefits. It is also difficult, if not impractical, to decrease benefits to people going on pension and to those who are now on pension. If the increase in benefits were from 1952 on there would be no corresponding increase in the amount of the unfunded liability. The unfunded liability is a fixed amount in so far as years of service are concerned, but not in so far as salaries are concerned."

## How Does Our Scheme Compare With Other Provincial Schemes

In 1948, Alberta had one of the

best pension schemes for teachers in all of Canada. By 1951, the other provinces had improved their schemes and Alberta was at "the bottom" again. The objective in most provinces is a full pension of 70% of the annual salary based on x number of years of continuous service.

Adequate retirement allowances for teachers will help to attract and hold good teachers, as well as adequate salaries, reasonable tenure laws, etc. Alberta, Canada's wealthiest province, has one of the poorest pension schemes for teachers in Canada. Moreover, the amount now being paid into the fund is not sufficient to maintain present benefits. Our scheme requires an immediate increase in contributions of 3% of salaries.

Also, please see page 17 re supplementary pension fund under Financial Report.

At the date of writing, the budget had been brought down. It provided for no increase in rate or basis of contributions to the teachers' pension fund. A few days later, the secretary received a letter from Hon. E. C. Manning, Premier and Provincial Treasurer, to this effect and recommending that the Association study "ways and means where-

## A Partial Summary

	No. of Years Basis for Pension	% of Salary Paid in Pension	Pension full service and average salary	
			\$1500	\$3000
New Brunswick .....	5 years	75 %	\$1125	\$1875
Nova Scotia .....	15 years	70 %	1050	2100
Quebec .....	10 years	70 %	1050	2100
Ontario .....	15 years	70 %	1050	2100
Newfoundland .....	5 years	66 2/3 %	1000	2000
P.E.I. ....	5 years	66 2/3 %	1000	2000
Alberta .....	5 years	52 1/2 %	787.50	1575

Saskatchewan, Manitoba, and British Columbia cannot be compared readily as their schemes provide for service pensions plus annuities.



## 2 SUGGESTIONS FOR YOU

This Year—plan to charter a Canadian Coachways bus for your School Outing or Picnic. You'd be surprised how reasonable the rates are.

OR

Plan to visit Alberta's vast and exciting Northland in comfort, via Canadian Coachways, on your holidays this summer.



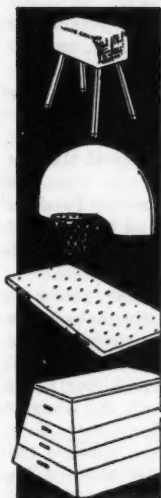
Free time tables, travel folders and information on request. Just contact your local ticket agent or,

# Canadian Coachways Ltd.

EDMONTON

PHONE 27890

ALBERTA



## Gymnasium Equipment

When buying health equipment, you may as well buy the best, it's the cheapest in the long run. We are Canada's largest manufacturers of apparatus for Gym, Playground, Sports and Swimming Pools.

•  
WRITE FOR  
1950 A  
CATALOGUE

**John A.  
Madsen  
Mfg. Co.**

UNIONVILLE  
ONTARIO

## REFRIGERATED FUR STORAGE

*Vitalized  
Storage*  
IS GOOD FOR YOUR Furs

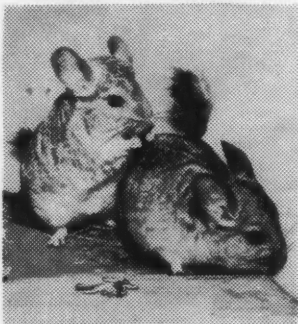
A Complete Fur Service,  
CLEANING — REPAIRS  
REMODELLING

Phone 26191

**WALK-RITE**

EDMONTON'S SMART STORE

**From One Teacher to Another  
CHINCHILLA FOR SALE**



If you are interested in these beautiful and affectionate little animals, either as a remunerative hobby or as a spare-time business, see

**RUTH A. CAMPBELL**  
10515 - 152nd Street  
Edmonton, Alberta  
or Phone 972-3521 Evenings  
or Week-ends

**The  
ALBERTA RECREATIONAL  
SOCIETY**

(Open to membership)

Wishes to know how many of its members would care to take advantage of planned cost-sharing group-vacations during July-August this year. Some members of former years have urged a conducted holiday into the Deep South to experience for themselves the sub-tropical wonders of Florida; the historic evidences of Louisiana; the romance of Georgia, Alabama and Mississippi.

Other members have indicated their desire for the Pacific Coast, Regina to Mexico. May we hear from YOU?

Please write: Martin Ross-ander, Box 259 Powell River, B.C.

by the Fund may be protected without the necessity of further contributions from the Government" and that "the Teachers' Association give consideration to increasing the teachers' contribution to the point where the Fund may become self-supporting."

**19. Salaries and Collective  
Agreements**

The Alberta Teachers' Association has acted as bargaining agent for the teachers in the following districts and divisions: Castor, St. Mary's, Two Hills, and Westlock School Divisions, Vulcan County; Grande Prairie and Innisfree School Districts.

The following disputes were settled with the assistance of conciliation commissioners appointed by the Minister of Industries and Labour under the regulations of *The Alberta Labour Act*: Grande Prairie County, Bonnyville, Edson, Lacombe, Macleod, Medicine Hat, Red Deer, Red Deer Valley, Rocky Mountain, Stony Plain, St. Paul, Strawberry, Taber, and Wetaskiwin School Divisions; Bowness, Bow River, Drumheller, Redcliff, West Jasper Place, and Wetaskiwin School Districts.

The following dispute was referred to an arbitration board: Stettler School Division.

At the Emergent General Meeting, it was decided that the time had come when the Alberta Teachers' Association must use all means available if teachers are to get adequate professional salaries.

The general secretary wishes to thank the teachers who have represented the Alberta Teachers' Association in salary disputes: E. G. Callbeck, Frank Edwards, W. Roy Eyres, Marian Gimby, Robert A. Kimmitt, N. A. McNair Knowles, George Kolotylyuk, William Kostash, Howard Larson, Edwin McKenzie, Vincent Maloney, Lars Olson, H. J. McKim Ross, F. J. C. Seymour, Norman A. Wait.

Following the Banff Workshop,

Mr. Ross prepared a brochure on collective bargaining which has been of great help to negotiating committees.

There are still some locals of the ATA that have not made application to have the Alberta Teachers' Association certified as their bargaining agent. It is suggested that this be done without further delay.

Following is a brief summary of the main parts of recently negotiated salary schedules:

*Calgary School Division:* Basic \$1900; Training \$200, \$200, \$200, \$200; Increments \$125 x 8; Cost-of-living \$100 to married men and to widows, \$1.00 per point per month from January, 1952; Supervision \$300 plus \$50 per room other than own.

*Coal Branch School Division:* Basic \$2000; Increments \$100 x 8; Training \$300, \$300, \$400, \$200; Supervision \$100 per room including own; Allowance for special certificates for teaching Grade IX in one-room school.

*Drumheller School Division:* Basic \$1800; Increments \$100 x 10; Training \$300, \$300, \$300, \$200; Supervision \$100 per room including own; Cost-of-Living \$200 to married men and to widows with dependent children; Special Certificate allowance.

*Bowness School District:* Basic \$2000; Increments \$125 x 8; Training \$200, \$200, \$200, \$200, \$200; Principal \$550; Cost-of-Living \$50 to married men and widows, \$1.00 per point per month based on January, 1952; Cumulative sick pay.

*Vancouver, B.C.:* Elementary \$300 to \$700; Secondary \$300 to \$900; Average raise, 15%.

*Toronto, Ontario:* \$200 bonus to all teachers for 1952. General pattern throughout province is \$400 raise at \$20 a point on index of 171.

## 20. Supply of Teachers

Last year, it was predicted by the Minister of Education that the shortage of teachers in Alberta would disappear within a short time. "Re-

# Year Books

for  
SCHOOLS  
LARGE  
AND  
SMALL

We  
Produce  
All Types  
of  
Printing

●  
**COMMERCIAL  
PRINTERS LTD.**

**EDMONTON**

## Going Abroad in 1953

Our 1952 Tours  
are sold out

We are now listing  
members for 1953

Accommodation strictly  
limited

## OVERSEAS EDUCATION LEAGUE OF CANADA

505 Time Bldg. Winnipeg

R. Fletcher, B.A., LL.D.  
Honorary Treasurer  
Miss Lilian Watson  
Travel Director

duced from 700 in 1946 to 147 last year, Alberta's shortage of teachers will be eliminated by September," the Minister predicted. (From *The Edmonton Journal*, March 12, 1951.) It appears now that the shortage will be greater in September, 1952, than it was in September, 1951, or September, 1950. Nothing worthwhile or permanent has been done, or is being done, by the government or the trustees' association about the shortage of teachers, which by now is regarded by some people as a chronic condition for Alberta. The shortage will, no doubt, continue until some organization makes an issue out of it and arouses public opinion, as has been done in British Columbia and Ontario.

## 21. Teacher Training and Certification

Entrance qualifications for the Faculty of Education—Temporary License Program:

"Students holding a high school graduation diploma with 'B' standing in English and Social Studies and a third Grade XII Department of Education examination subject, with or without complete matriculation for the Faculty of Education, may register in a one-year training program leading to the Temporary License."

Entrance qualifications for the Faculty of Education—two and four year program:

"(a) a High School Graduation Diploma with

"(b) 'B' or higher standing in the required courses of Grade XII

"(c) an average in these courses of at least 60%."

The ATA has asked that entrance requirements be raised and that the minimum training for teachers be two years. This recommendation has been turned down by the government on account of the continuing shortage of teachers. Little improvement in the shortage of teachers can be expected as long as the one year of

training program is in existence, especially a program that has lower entrance requirements than any other course in the university.

## 22. Professional Growth

Professional growth is slow, but we are making some progress. Teachers have been asking for a greater share in curriculum making for a number of years. The amount of dissatisfaction that has been expressed in many quarters of the way curriculum making and changes are handled in Alberta is increasing in intensity every year. The point has been reached where something will have to be done. It is unfortunate that the Department of Education and the Curriculum Branch do not seem to be aware of the advantages of giving teachers a greater share in curriculum making, not only to the Department, but to the profession and to the public.

It is hoped that arrangements with the Faculty of Education will soon be made, whereby student teachers will be given information about the ATA, including development and growth, ethics, school law, ATA policies, etc.

## 23. Public Relations and Publicity

The Alberta Teachers' Association renewed its contract with David Wood for promotional advertising in daily and weekly newspapers in Alberta. The contract with T. A. Shandro to look after our news releases has also been renewed. Manitoba, Saskatchewan, and British Columbia are using the same promotional advertising material in their daily and weekly newspapers. Three of the four provinces have cooperated in using the advertisements in certain weekly papers and magazines published in Western Canada. Radio shorts have been prepared by David Wood and have been used by a number of local associations in the prairie provinces.

The Alberta Education Council assumed responsibility for Education Week again this year, and, it is generally agreed, did the best work that has been done to date in Alberta. The president is Dr. M. E. Lazerte, and the secretary, F. J. C. Seymour.

Several new fields have been opened in educational publicity during the last few years, and improvements have been made in the established procedures.

The following is a partial list of the activities being carried on at local, provincial, and national levels in the matter of educational publicity. Probably the most significant development has been that of taking the parents into the schools and into the classrooms.

1. Education Week in Canada is sponsored and administered by a committee representing national organizations—Canadian Chamber of Commerce, Canadian Education Association, Canadian Association for Adult Education, National Council of Women, Canadian Congress of Labour, etc.

2. The Alberta Education Council looks after Education Week publicity in Alberta.

3. Addresses on educational topics are given by leading teachers in churches, service club meetings, meetings of home and school associations, etc.

4. Radio broadcasts are given by leading teachers on national and provincial hook-ups and over local stations.

5. Articles about schools and teachers are published in newspapers and magazines.

6. Pamphlets about schools are printed and distributed.

7. Promotional advertising is used in daily and weekly newspapers.

8. Parents are invited to visit schools and classrooms.

## 24. Personal

The names of the teachers who

## Life Insurance

### A REWARDING LIFE WORK

We can offer to men of character full time opportunities in the selling of "Security" that assure:

Consistently High Income.  
Pleasant and Beneficial Work.  
Recognition For Achievement.  
Training and Assistance.  
Group Insurance, Hospitalization,  
Pension.

We shall be pleased to arrange an interview.

## THE MUTUAL LIFE of CANADA

Ross Fletcher, Br. Mgr.,  
10127-102nd St.,  
Edmonton.

W. T. Bebbington, Br. Mgr.,  
Toronto Gen. Trusts Bldg.,  
Calgary.

Head Office, Waterloo, Ont.  
Est. 1869

## WILLSON STATIONERY COMPANY—LIMITED

### Your Complete School Supply Headquarters

A Good Supply of Texts is kept  
at all times and mail orders will  
be shipped out the same day  
they are received.

Edmonton, Alberta

## TEACHERS

A LARGE CANADIAN Organization handling educational publications for school libraries would like to contact two or three teachers to call on the school trustees during the summer holidays. Last year two school teachers earned well over \$100.00 a week. If you would like to earn some extra money during the months of July and August write to A. W. Meredith, 1105 Federal Building, Toronto, Ont.

have been granted life membership in the Association are listed on page 78 of this Handbook.

Honorary membership in the Association will be presented to the following at the banquet of this Annual General Meeting:

H. D. Ainlay

H. C. Newland (posthumously)

The names of members of the Alberta Teachers' Association who have died this year are listed on the inside back cover of this Handbook.

#### 25. Barnett House

Barnett House, the new headquarters of the Alberta Teachers' Association, was occupied on June 1, 1951, and officially opened on November 24, 1951. Miss Marian

Gimby, president of the Alberta Teachers' Association, welcomed the guests. Dr. M. E. Lazerte, past president and honorary member of the Alberta Teachers' Association, gave the dedication address. Mrs. John W. Barnett, widow of the late John W. Barnett, presented a key to the general secretary-treasurer.

With respect to the operation costs of Barnett House see page 17 of the Financial Report.

#### 26. Stevenson and Kellogg Survey

A survey of the Alberta Teachers' Association and the Teachers' Retirement Fund offices was made by Stevenson and Kellogg, a firm of Management Engineers. Following are the main recommendations which

## Henry Birks & Sons (Western) Ltd.

### *Jewellers and Silversmiths*

School and Class Pins and Rings

Calgary

Edmonton

CATALOGUE ON REQUEST

## EMPRESS and CARLTON

Calgary's Two Popular Priced Hotels  
CONVENIENT . . . . . COMFORTABLE

For Reservations Phone:

Empress 21141

Carlton 24651

## R. L. M. HART AGENCIES

Provincial Managers for  
Mutual Benefit Health and Accident Association

Can advise you on how to protect your income when disabled by accident or sickness  
Telephone 20366 - 28628 10150 - 102 Street, Edmonton, Alberta

have been put into effect and which have resulted in more efficient and economical office practices.

1. The card records of the Alberta Teachers' Association and the Teachers' Retirement Fund have been combined and, as a result, two sets of cards have been eliminated. The alphabetical record of teachers is being kept by the Teachers' Retirement Fund and ATA fees and supplementary pension fund deductions are also recorded on the account cards kept by the Teachers' Retirement Fund.

2. The bookkeeper for the Teachers' Retirement Fund is now accountant for both the ATA and the TRF, and the bookkeeper for the Alberta Teachers' Association is cashier for both organizations. Such an arrangement is better for audit purposes.

3. The receptionist, the posting clerk, and the registration clerk are all employed jointly by the Alberta Teachers' Association and the Teachers' Retirement Fund, which has resulted in a saving in administration costs to both organizations. The

assistant secretary of the Teachers' Retirement Fund is now supervisor of the staff of both the Alberta Teachers' Association and the Teachers' Retirement Fund. The general secretary-treasurer of the Alberta Teachers' Association is the honorary secretary-treasurer of the Teachers' Retirement Fund.

## 27. General

Our problems are related to salaries, pensions, grants, tenure, curriculum making, teacher selection and training, collective agreements, publicity, and the development of professional ethics.

I wish to thank the president, the other members of the Executive, the members of the staff, the councillors, the teachers, and the laymen who have worked for better schools and for the Alberta Teachers' Association during the year 1951-52.

All of which is respectfully submitted,

ERIC C. ANSLEY,

General Secretary - Treasurer,  
Alberta Teachers' Association.

### ACCOMMODATION FOR SUMMER SCHOOL STUDENTS

on the University Campus

Apply

ST. STEPHEN'S COLLEGE  
EDMONTON, ALBERTA

### TEACHERS

Would you like to make \$100.00 a week and more during the summer holidays selling a well known educational publication which has the endorsement of educators from coast to coast. The work is pleasant and every assistance will be given. Reply stating the territory you would prefer to work in to—

J. A. McBride, 201 - 518 Beatty St.,  
Vancouver 3, B.C.

### Used Books & Magazines

Books of all kinds, single and sets.  
Prices the very lowest  
Geographical magazines, single and sets

Write or visit our shop  
JAFFES BOOK & MUSIC EXCHANGE  
225-8 Ave. E., Calgary, Phone M8787

### W. J. STEEL—Florist

Specialists in Fine Flowers and their  
Arrangement

Store: Elks Bldg., 116 - 7th Ave. W.  
CALGARY

Store Ph. M26112 Night Ph. 5 0803



## ***Resolutions Adopted by the Annual General Meeting, 1952***

1. **BE IT RESOLVED**, that the Government of Alberta be urged to adopt the following measures as minimum essentials for elementary and secondary education in the province:

(1) An immediate increase in teachers' salaries, such increase to bring the salaries to a professional level where they would attract the superior students of the province, and where they might induce to return to the profession many teachers who have left teaching for more remunerative employment.

(2) Adequate grants up to at least 50 percent of the total cost of elementary and secondary education, such grants to include

(a) a grant per classroom,

(b) an equalization grant based on the assessment per classroom,

(c) a grant per pupil based on enrollment,

(d) a grant per teacher based on qualifications and experience,

(e) a grant towards cost of transportation in centralization,

(f) an isolation grant, based on the isolation of the school,

(g) a building grant for schools and homes for teachers.

(3) Adequate retirement allowances, with the pension scheme providing for disability and death benefits.

(4) More teacher participation in school programs so that teachers may share in the development and planning of curricula and all other activities of the school.

(5) The establishment of higher standards for the teaching profession, including entrance re-

quirements which are the equivalent of those for other faculties of the university, and a minimum of two years of training for certification.

(6) The employment of properly qualified persons in all teaching and supervisory positions.

(7) Security of tenure, including the right of a teacher or principal to an appeal in case of a proposed transfer.

2. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education

(1) to encourage teachers to take a greater part in curriculum making throughout the province,

(2) to make provision for centres to build their own curricula in consultation with the curriculum branch of the Department of Education;

(3) to use *The ATA Magazine* to report to the teachers all developments in curriculum making,

(4) to use *The ATA Magazine* to acquaint teachers with all proposed curriculum developments and changes, and to allow time for teachers to study these proposed changes before they are put into effect,

(5) to make adequate provision for curriculum meetings during school time at committee and sub-committee levels, and

(6) for release of one or more teachers from classroom duties to do the writing with respect to curriculum making or changes,

(7) to make provision for more representatives of the Alberta Teachers' Association on Department of Education curriculum committees.

3. **BE IT RESOLVED**, that the Al-

berta Teachers' Association ask the conference committee and the Alberta Education Council to support their request to the Executive Council of the Government to engage a committee of one or more properly trained and experienced school technicians, in consultation with the Alberta Teachers' Association, to make a survey to form the basis for a minimum foundation program for the schools of Alberta, and that interested parties be permitted to submit briefs to the committee.

4. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association urge the Department of Education to continue the practice of calling into consultation the Alberta Teachers' Association and the Alberta School Trustees' Association in regard to all proposed changes in *The School Act* or school regulations and any other matters in which teachers' interests are concerned.
5. Whereas; on January 1, 1952, only a few teachers in Alberta were being paid at a rate of salary less than \$2000 per year, **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 357 of *The School Act* by raising the Statutory Minimum to \$2000 per year and by the deletion of the proviso to Sub-section (3), "Provided that upon the request of a board the Minister may authorize the payment at a lower rate of salary for a specified time."
6. Whereas; the present system of collective bargaining between local groups of teachers and their employing boards has, in the main, proved satisfactory, but Whereas; there is merit in the principle of one salary schedule for all teachers in the province, **BE IT RESOLVED**, that this An-

## S. ALWYN BARTLETT

George A. Bartlett  
**OPTOMETRISTS**

116 - 8th Ave. East, Upstairs  
CALGARY, ALBERTA  
Phone 22684

## H. M. E. EVANS & COMPANY LIMITED

Financial and Insurance  
Agents

Private Branch Exchange — 29237  
Ground Floor, C.P.R. Bldg.  
Edmonton, Alberta

## MEDICINE HAT CITY SCHOOLS

There will be vacancies for High School, Intermediate and Elementary teachers on the Medicine Hat Teaching Staff, with duties to commence 1st September, 1952.

Application forms and copies of the Salary Schedule will be forwarded upon request to the undersigned:

**G. H. DAVISON,**

Secretary-Treasurer, Medicine Hat School District No. 76. Box. 189, Medicine Hat, Alberta.

H. R. Eedale - E. M. Duggan

## D.M. Duggan Investments Limited

Stocks, Bonds and Real Estate  
Empire Building, Edmonton  
Phones 22745 - 23645

**Patriquin, Duncan, McClary,  
McClary & Company**

CHARTERED ACCOUNTANTS

10130 - 101 Street

Telephone 27188

—South Edmonton Office—

10444 Whyte Ave.

Telephone 390853

**FIELD, HYNDMAN, FIELD  
and OWEN**

Barristers and Solicitors

Solicitors for the Alberta Teachers'  
Association

316 McLeod Bldg. Phone 28461  
Edmonton, Alberta

**NEW AND REBUILT TYPEWRITERS  
AND ADDING MACHINES—  
ALL MAKES**

Repairs for all makes of machines

**FRED JENKINS**

Smith-Corona Dealer

10146 - 103 St. Phone 21337

*Consult us...*

IN REGARD TO YOUR  
PHOTOGRAPHIC & ENGRAVING NEEDS  
FOR YOUR SCHOOL YEAR BOOK.

**McDERMID STUDIOS LTD.**

1002 - 101 ST. - EDMONTON

**PELICAN and PENGUIN BOOKS**

Largest and Most Complete Stock in  
Western Canada

Years' Subscription to Monthly Cata-  
logue, 25c. Mail Orders Promptly  
Dispatched, we pay Half Postage.

Send for FREE May catalogue

**TUCK SHOP PHARMACY**

DEPT. M

8621 - 112 St. Edmonton, Alberta

nual General Meeting endorse participation by our Executive in further conferences with the Department of Education and the Alberta School Trustees' Association with a view to arriving at a definite provincial salary schedule proposal for submission to councillors in General Meeting.

7. Whereas; according to the terms of *The School Act*, a teacher may be docked 1/200 of his annual salary for every day he does not present himself at school, including days that the weather was too severe, the roads impassable, transportation facilities suspended, and for other reasons beyond the teacher's control,

**BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for absence of the teacher from the school for any of the above reasons, without loss of pay.

8. Whereas; towns coming into divisions or counties may find that salaries of present teachers are above the divisional schedule, and Whereas; when schedules are changed from positional to single form, some salaries are higher than they would be under the single schedule,

**BE IT RESOLVED**, that we recommend that all collective agreements contain a clause stating "that no teacher shall suffer a reduction in salary, in whole or in part, by the coming into force of this schedule."

9. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for accumulative sick pay for teachers up to a maximum of 200 days.

10. Whereas; the inadequate grants for elementary and secondary

schools have resulted in inadequate salaries for teachers, which is the primary cause of the continuing shortage of teachers in Alberta,

**BE IT RESOLVED**, that the Alberta Teachers' Association continue the campaign to obtain provincial grants of at least 50 percent of the total cost of elementary and secondary education.

11. **BE IT RESOLVED**, that the Alberta Teachers' Association, and the local associations of the Alberta Teachers' Association, ask all members of the House of Commons and the Senate from Alberta to support legislation for federal aid to schools.

12. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association request the Government to increase capital grants for schools and teacherages.

13. **BE IT RESOLVED**, that the Alberta Teachers' Association recommends to the Department of Education and the Executive Council of the Government that *The School Act* be amended by providing that all proposed termination of designations of principals, vice-principals, assistant principals, and other administrative officers be subject to appeal to the Board of Reference, and that all proposed transfers of teachers be subject to appeal to a committee of the school boards and the teachers' associations.

14. **BE IT RESOLVED**, that the Alberta Teachers' Association petition the Government to amend the present legislation giving school boards the right to transfer teachers at the end of the school year, or during a school year, only when mutually agreed upon by all teachers concerned, such amendments to make provision for appeal of any notices of

transfers of teachers.

15. Whereas; salary agreements are now negotiated by the board of trustees and representatives of the teacher employees,

**BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 352, Sub-section 3(b) (iii) of *The School Act* by deleting "or by reason of the financial necessities or circumstances of the district."

16. **BE IT RESOLVED**, that the Alberta Teachers' Association urge the Provincial Government to amend *The County Act* so as to make provisions for an elected school board that shall have as one of its responsibilities the requisitioning and the control of funds for educational purposes.

17. **BE IT RESOLVED**, that the Alberta Teachers' Association seek the cooperation of the Alberta School Trustees' Association and other organizations in bringing to the people of Alberta detailed information about the needs of education in this province, and further

**BE IT RESOLVED**, that this Annual General Meeting ask the Executive Council of the Government to make a thorough survey of the Alberta schools.

18. Whereas; money to be spent on education should be administered by a school board elected specifically for that purpose, and

Whereas; coopting additional members for the school committee is contrary to democratic principles, **BE IT RESOLVED**, that the Alberta Teachers' Association urge the Provincial Government to amend *The County Act*, eliminating the aforementioned undemocratic principles in it, and further **BE IT RESOLVED**, that *The County Act* in no case be intro-

duced without a favorable plebiscite vote of the taxpayers concerned.

19. Whereas; under the present practices it is difficult for graduates of the Faculty of Education to have any definite information with respect to the Alberta Teachers' Association and its professional responsibilities,

**BE IT RESOLVED**, that the Alberta Teachers' Association be asked to obtain the following as minimum essentials in the Faculty of Education: (1) adequate instruction in ethics and professionalism such as is given in other faculties, (2) a requirement that all members of the Faculty of Education be members of their professional organization, the Alberta Teachers' Association.

20. Whereas; it is not possible, in a one-year teacher-training program, to make adequate provision for academic courses, professional courses, and practice teaching, **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to the Department of Education, the Executive Council of the Government, and the Board of Teacher Education and Certification that the one-year program of teacher training be eliminated and that a minimum of two years in the Faculty of Education of the University be required for certification.

21. **BE IT RESOLVED**, that the Department of Education and the Faculty of Education of the University of Alberta be asked to organize workshops for groups of teachers as a form of inservice training and that school boards be encouraged to send teachers to attend these workshops, and that teachers who attend shall receive their salaries in full and have all expenses paid.

22. **BE IT RESOLVED**, that the con-

trol of standards and conditions of entrance to the teaching profession be determined in consultation with the Alberta Teachers' Association.

23. Whereas; in the interests of education it is desirable that all teachers be fully qualified, and

Whereas; regular classroom teachers must meet the requirements as set forth by the Department of Education and the Board of Teacher Education and Certification,

**BE IT RESOLVED**, that the policy of the granting of Letters of Authority be restricted immediately and that this policy be discontinued permanently at the earliest possible moment.

24. **BE IT RESOLVED**, that the Alberta Teachers' Association inform the Executive Council of the Government that it favours the continuation and extension of using part of the money for bursaries for students in the first and second years of training in the Faculty of Education, for scholarships to students in the third, fourth, and post graduate years of training in the Faculty of Education.

25. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to negotiate with the Association in regard to the relationship between teachers, principals, and superintendents, and in the matter of advertising staff vacancies.

26. **BE IT RESOLVED**, that the Alberta Teachers' Association Central Office continue to send information about salaries and salary negotiations to local associations.

27. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education that, in all schools, provision be made

for adequate staff rooms, including principal's office and a general staff room.

28. **BE IT RESOLVED**, that the Alberta Teachers' Association ask provincial and local school authorities to give consideration to finding a solution to the problem of living accommodation for teachers, including the feasibility of building houses and apartments centrally located in villages or towns, such buildings to have modern facilities.
29. **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to all locals that in their collective agreements provision be made for the school boards to supply stenographic and clerical assistance to principals, vice-principals, and teachers.
30. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Alberta School Trustees' Association and the Department of Education to provide time off for principals, vice-principals, and teachers in order to look after details of administration and/or preparation of material for classroom instruction.
31. **BE IT RESOLVED**, that the Department of Education be asked to cooperate with the Alberta School Trustees' Association and the Alberta Teachers' Association in the preparation of regulations with regard to the renting of teacherages.
32. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 367, Sub-section (2) of *The School Act* by providing that a vice-principal be appointed in every school where six or more teachers are employed.
33. **BE IT RESOLVED**, that the Alberta Teachers' Association ask

the Department of Education to propose an amendment to *The School Act* giving local associations of teachers the right to negotiate with the school boards with respect to holiday periods, having regard to transportation facilities and to the minimum holidays provided in *The School Act*.

34. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to propose an amendment to *The School Act* by providing for payment of a teacher's salary in full for a period of not more than five days in any one year in cases where a teacher is absent from school to attend meetings of educational nature.
35. Whereas; good public relations and an organized plan of publicity are needed to keep the people of Alberta informed with respect to the good and bad features of our educational system, and  
Whereas; a lack of interest on the part of our citizens in our schools may be due to ignorance of the state of our schools and of the objectives of education in Alberta, and not to public indifference to education,  
**BE IT RESOLVED**, that every local be urged to set up a public relations committee, and a publicity committee, which committees shall be directly responsible for public relations activities in
- (1) sending news of local interest to the local press,
  - (2) sending news of provincial interest to the Alberta Teachers' Association Head Office,
  - (3) assisting the Alberta Education Council publicity campaign and all other campaigns interested in the welfare of our schools,

- (4) cooperating with the press through advising them of educational events of interest and news value, and further
- BE IT RESOLVED**, that each local provide the necessary funds in order that this committee may not be handicapped in carrying out its duties.
36. Whereas; in the past no selection of applicants to the Faculty of Education has been in effect, and Whereas; the policy of admitting any person with the required academic qualifications has resulted in loss of prestige and professional status to the teaching profession,
- BE IT RESOLVED**, that the Alberta Teachers' Association ask the Board of Teacher Education and Certification to make provision for the adoption of some system of teacher selection, which should include a recommendation from the principal of the school from which the applicant has obtained his Grade XII training, personal interviews, and any other techniques that would assist in selecting as candidates for teacher training only those who are fitted for the profession of teaching.
37. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association, in cooperation with the Canadian Teachers' Federation, continue their efforts to have allowed as deductible from taxable income
- (1) expenses in attending summer school,
  - (2) contributions of supplementary pension fee of  $\frac{1}{2}\%$  of salaries;
  - (3) professional books and magazines,
  - (4) expenses of attendance at conventions,
  - (5) living expenses while absent from home marking examination papers.
38. Whereas; the Department of Education has not increased the basic pay for sub-examiners, yet the cost of living has increased beyond 170, nor given adequate living allowance credits for the same,
- BE IT RESOLVED**, that the Department be requested to raise the basic sub-examiner rate to \$17.50 per day, and the living allowance to \$7.50, the same to come into effect July 2, 1952.
39. Whereas; the Department of Education secures various services from members of our organization, and
- Whereas; the remuneration for such professional services is inadequate,
- BE IT RESOLVED**, that the Central Executive of the Alberta Teachers' Association make representation to the Department of Education to secure adequate rates of pay for professional services.
40. **BE IT RESOLVED**, that it is desirable that every high school, junior or senior of Alberta, which contains ten rooms or more, shall have on its staff at least one teacher specially trained in library administration.
41. Whereas; all locals are expected to participate in all activities of the Alberta Teachers' Association, and
- Whereas; locals are financed on a proportional basis according to membership, and
- Whereas; this does not provide sufficient funds for the very small locals,
- BE IT RESOLVED**, that the Executive be asked to investigate this matter with a view to finding some way to overcome the difficulty.
42. **BE IT RESOLVED**, that those teachers who go on a legal strike receive up to 75 percent of their



wages during such strike.

43. Whereas; there is at present no good evidence on which to make long-range comparisons of student achievement in the basic school skills, and

Whereas; many unsupported statements are constantly being made, comparing children of this school generation with other generations, or years,

**BE IT RESOLVED**, that the Alberta Teachers' Association initiate a long-range research program in basic school skills in the province of Alberta with a view to providing evidence upon which future comparisons might fairly be made.

44. Whereas; the professional qualifications of many teachers of Alberta are low, and

Whereas; many school boards are content to hire teachers with low professional standing and probably in cases deliberately do this in order to save money,

**BE IT RESOLVED**, that the Department of Education be asked to implement a grant system whereby the amount of grant payable to the school boards would be proportional to the professional qualifications of the teachers employed.

45. Whereas; the cost of summer school sessions represents a direct outlay of capital to improve the teacher's ability to serve the community and the nation,

**BE IT RESOLVED**, that this Annual General Meeting request the Executive to contact the Canadian government with the view to urging that the full cost of summer school sessions be made deductible from income for the purpose of calculating income tax and further that this request be forwarded to the Canadian Teachers' Federation.

46. Whereas; teachers in the United States have been accorded income

tax concessions for further professional training, and

Whereas; capital expenditure in any business is tax free and is the same as a teacher's capital expenditure for educational betterment,

**BE IT RESOLVED**, that the Central Executive be instructed to petition the dominion government that the income tax regulations be revised so that instruction fees, cost of texts, and travelling expenses, including living expenses on route, of any teacher attending an accredited summer session of a university should be deductible from taxable income.

47. Whereas; the nature of the duties of the profession renders a teacher vulnerable to charges of criminal acts against minors, and

Whereas; the policy of the Alberta Teachers' Association does not authorize the Central Executive of that body to give legal assistance to a member of the Association against whom a criminal charge has been laid,

**BE IT RESOLVED**, that the Association will provide, upon application, and with the approval of the Executive all or part of legal costs necessary for the defence in the courts of Alberta of any member of the Association who has been charged with a criminal act allegedly committed against a pupil in the classroom or in conjunction with his duties as a teacher.

48. Whereas; the workshop technique has proved very successful in promoting knowledge in various fields of Alberta Teachers' Association activity, and

Whereas; the members of the Alberta Teachers' Association are faced with the necessity of making important decisions on matters pertaining to pensions,

**BE IT RESOLVED**, that the Alberta Teachers' Association Exe-

- cutive Council be instructed to institute a workshop on pensions at Banff in August, 1952.
49. Whereas; technical knowledge on pensions is required before members of the Association can be expected to make intelligent decisions respecting our present pension fund, or some other possible pension scheme,  
**BE IT RESOLVED**, that the services of a pensions expert be secured for the pension workshop at Banff.
50. Whereas; all teachers will now receive a pension of \$40 a month at age 70 from the dominion government,  
**BE IT RESOLVED**, that the Board of Administrators of the Teachers Retirement Fund give consideration to arranging that teachers' pensions be \$40 a month more up to age 70 than they will be after age 70, and that this be one of the alternatives.
51. **BE IT RESOLVED**, that this Annual General Meeting instruct its Executive Council to have actuarial estimates made as to the effect on the pensions fund of:  
 (a) increasing the basis for calculating teachers' pensions above five years,  
 (b) choosing a basic period prior to 1949 for calculating the pensions for non-contributory years,  
 (c) other ways of amending the basis of determining the average salary on which pensions are calculated.
52. **BE IT RESOLVED** that the Alberta Teachers' Association reaffirm the policy of 1948 when approval was given to use 5 percent of teachers' salaries for the pension fund, and further  
**BE IT RESOLVED**, that the Executive Council be instructed to make arrangements to collect 5 percent, effective September, 1952.
53. **BE IT RESOLVED**, that this Annual General Meeting instruct the Executive Council to have Mr. L. Coward, of William M. Mercer Limited, come to Edmonton to recommend how the pension scheme may be put on "a sounder basis."
54. **BE IT RESOLVED**, that this Annual General Meeting go on record as favouring some reduction in refunds from the pensions fund to teachers leaving the profession within the first ten years.
55. **BE IT RESOLVED**, that this Annual General Meeting endorse the idea of the formation of a high school athletic association to govern school competitions; that we request the Alberta Teachers' Association to assist in the formation of such an association.
56. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association be empowered to proceed with the insurance scheme as outlined in the Annual General Meeting Handbook for a period of one year.
57. Whereas; the lack of an officially prescribed starting age for school children causes annoyance, embarrassment, and difficulty to school principals and primary teachers,  
**BE IT RESOLVED**, that the Department of Education be asked to set a minimum chronological age below which a child may not be admitted to school.
58. **BE IT RESOLVED**, that the teachers of Alberta express their thanks and appreciation to those individuals who, working through arbitration, conciliation, and work in general, have obtained many increases in the salary schedules of many divisions.
59. Whereas, some books (including workbooks), tools, and equipment useful in the school room, manufactured in the United States, are not available in Canada, and

Whereas; a teacher who purchases such books, tools, or equipment from the United States must pay a heavy duty on them, rendering impractical such purchases, which would otherwise be beneficial to teachers and pupils, **BE IT RESOLVED**, that appeals be made through the proper channels requesting the federal government to revise such duties, in the interests of education.

60. **BE IT RESOLVED**, that Section 15 of the Code of Ethics be changed as follows, "The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of the Alberta Teachers' Association."

61. **BE IT RESOLVED**, that the Annual General Meeting of the Alberta Teachers' Association go on record as approving the stand taken by the teachers of Nova Scotia in their endeavours to get better salaries, and further, that thanks be extended to the members of the Alberta Teachers' Association who assist the teachers of Nova Scotia through their contributions to the fund, set up by the Canadian Teachers' Federation, to help the teachers of Nova Scotia while without salary.

62. **BE IT RESOLVED**, that (1) the Executive Council of the Alberta Teachers' Association set up a fund for the purpose of paying all or part of the salaries of teachers who are on strike with the approval of their local association and the Executive Council of the Alberta Teachers' Association, and other expenses in connection with the strike, and (2) this fund to be called the Special Emergency Fund of the Alberta Teachers' Association, to be used in emergencies in Alberta only, and

(3) the fund be established

through the following means:

(a) a levy of one dollar per teacher per week while the strike is in progress, and for as long after the strike is settled as deemed necessary by the Executive Council. This amount to be collected by the locals,

(b) such portion of the general surplus as may be voted each year by the Annual General Meeting.

(c) additional contributions from local associations and individuals,

(d) accumulated interest on any amounts in the fund.

63. **BE IT RESOLVED**, that this Annual General Meeting instruct the Executive Council to consider the preparation and circulation of an electoral ballot to have the By-laws changed to make the levy for the Special Emergency Fund a compulsory one.

64. Whereas; a new *School Act*, Bill No. 44, was passed at the 1952 session of the legislature, and Whereas; this Act has been improved in part through certain changes in arrangement and matter, and

Whereas; we appreciate the opportunity of meeting with the Alberta School Trustees' Association and Departmental officials regarding most of the changes made,

**BE IT RESOLVED**, that this Annual General Meeting commend the Minister of Education and the Department for improvements made in the Act and for meetings held with respect to these changes.

65. Whereas; the Annual General Meeting is of the opinion that the Executive Council of the Alberta Teachers' Association should have the opportunity to meet with the Minister of Education regarding all proposed changes in *The School Act*,

**BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education that, in future, the Alberta Teachers' Association be given the opportunity, previous to the discussion of these changes in the legislature, of meeting with the Minister with regard to all proposed changes in *The School Act*, and, also that the Minister of Education be asked to be present at all Conference Committee meetings.

66. **BE IT RESOLVED**, that this Annual General Meeting recommend to the Executive Council that a finance subcommittee, composed of Executive members, be appointed to act as a standing committee on finance, and that the duties of this committee be outlined by the Executive, and to include

- (a) the preparation of the annual budget,
- (b) the examination of receipts and expenditures of this Association when deemed necessary,
- (c) the making of recommendations to the Executive regarding financial policies of the Association,
- (d) the making of recommendations to the Executive when over expenditures of any budget item is under consideration.

67. **BE IT RESOLVED**, that the finance meeting held each year at the Annual General Meeting be considered a regular session of the Annual General Meeting.

68. **BE IT RESOLVED**, that this Annual General Meeting recommends that the following sums be transferred to the Special Emergency Fund,

- (a) the balance as at December 31, 1951, less \$20,000,
- (b) the amount of \$3,000, which by present practice is transferred from general surplus to the building trust fund reserve.

69. Whereas, *Maclean's* magazine has

been publishing editorials and articles severely criticizing Canadian schools and teachers, and Whereas; these articles appear pursuant to an editorial policy based on bias, prejudice, and open animosity towards our educational institutions,

**BE IT RESOLVED**, that the Alberta Teachers' Association deplores the publication in *Maclean's* magazine of unobjective, unfair, and uninformed articles concerning the Canadian school system.

70. Whereas; it is generally agreed that the General Curriculum Committee of the Department of Education should be responsible for defining the objectives of the schools in Alberta, and

Whereas; it is generally agreed that on the General Curriculum Committee and on all other curriculum committees of the Department of Education that the Alberta Teachers' Association should have at least the same number of representatives as any other group, and

Whereas; it is generally agreed that what is taught in the classrooms is the real curricula, and Whereas; only a few members of the Alberta Teachers' Association have any share in curriculum making through present practices, and,

Whereas; it would undoubtedly be in the best interests of the public, the pupils and the teaching profession if all teachers were given some share in curriculum making,

**BE IT RESOLVED**, that ways of giving teachers a share in curriculum making be investigated by the Executive Council of the Association and that a report of the findings be made to the councilors at the Annual General Meeting 1953, such investigation to include the following:

1. The matter of having adequate

representation of the Alberta Teachers' Association on all curriculum committees,

2. The matter of having the General Curriculum Committee prepare general objectives for all curricula,

3. The matter of having the Elementary, Junior High, and Senior High Curriculum Committees prepare objectives for their respective grades,

4. How to encourage local areas to prepare their own curricula within the framework of general guides prepared by provincial curriculum committees,

5. The matter of organization in any given area in order to give teachers the responsibility of curriculum making, to include meetings, writing, and printing,

6. The practicability and advisability of having teachers in Alberta go on exchange to study curriculum making in other districts,

7. The use of inservice training courses in curriculum making,

8. The use of workshops,

9. The advisability of using one district in Alberta as a demonstration unit in curriculum making, and further

**BE IT RESOLVED**, that the Alberta Teachers' Association respectively request the Department of Education to agree that no further changes in the existing curricula be made until some plan has been set up whereby all teachers will be given an opportunity to share in curriculum making, including revisions.

---

## They Shall Have Music

*(Continued from page 8)*

These could be brought along to supplement what you already have. The second reason seems to be a logical one also and that is that some students lacking in musical talent or real desire for playing can be discovered at an early age and will not have lost by making an unnecessary investment in an instrument. This problem of instruments is a large one, but if the communities realize the importance of this program, I am sure that many citizens will want to help. After all, what would be wrong with canvassing the district to see if there are any instruments not in use!

The question of who is going to teach the music is always a good one. We might as well be down to earth

about it. There has to be a desire on the part of the music instructor to attempt an instrumental program. There is now at the University of Alberta, in the Music Department, a course in orchestral technique and actual band instruction. Then, too, I believe that in many cases interested citizens in the district would be only too glad to help out.

The problem of time is another very important factor. We have found that a great deal can be done in school hours, but a great deal must also be done during the noon hour and after school. It takes patience, time, and energy. But the rewards will be great if we have as our objective the enrichment of daily living through music.



## Our Library

### Master Skylark—

By John Bennett, 317 pages, 90c,  
*The Macmillan Company of Canada.*

One of the favorite adventure stories of all time, *Master Skylark*, relates the exciting experiences of young Nick Attwood in Merrie England in the days of Will Shakespeare and Queen Bess.

The story of a gallant lad with yellow hair and the voice of an angel, who ran away from home only to be kidnapped by a band of strolling players, has thrilled many thousands of readers. During the years of his wanderings, Nick Attwood was to meet many among the great and good, and many a rogue as well, and the magic of his golden voice was to become a legend in the land.

When at last he sings before the Queen the story reaches its thrilling climax. Through the eager eyes of this talented young boy, the readers themselves will see the green hedgerows of the countryside, the gabled cities, and share the high adventure of England's Golden Age.

The study of this book will be interesting in itself and will stimulate an interest in Shakespeare, his plays, and his times.

### The Story of Matter—

By Foran and Chipman, 721 pages,  
*The Macmillan Company of Canada.*

This book is intended to bridge the gap between the facts of junior chemistry and the theories of senior matriculation chemistry. It, therefore, contains rather more theory than the former and more factual material than the latter.

The text is organized around eight main topics, each topic being developed and supported by a body of illustrative facts. The development is based on the historical pattern which seems to give the arrangement the closest unity, simplicity, and cultural value. The early sections of the book deal with water, air, and the behaviour of gases. Later sections develop the concept of atomic and molecular structure followed by equations and problems involving these ideas. The elements themselves are treated as family groups and the text finishes with a short section on organic chemistry. As might be expected, the impact of the atom age is duly recorded and much material dealing with the physical makeup of matter is included.

Important principles are summarized throughout in italic type and the chapters have accompanying lists of questions to test factual knowledge. Many tables help illumine and summarize the text.

### The History of Ontario

By Margaret Avison, 138 pages,  
\$2.00, *W. J. Gage and Company Limited.*

Here is a storybook treatment of the historical highlights of the Province of Ontario. It is not a scholarly and comprehensive record of the past, but rather a simply-told account of the romance of Ontario.

The book opens with a concise description of early Indian life, which is made colourful and realistic by the story of an Indian boy who lived on the shores of Lake Ontario. In

similar vein it follows the heroic efforts of the settlers as they explored unknown lands, changed the wilderness from outpost to province, fought their wars and shaped the province as it is known today. It concludes with a discussion of natural resources, economic problems, and ways of living.

Not only is this historical presentation clear and interesting, but it is rendered graphic by a liberal use of illustrations. So authentic, pertinent, and instructive are these pictures that they are well worth the attention of the reader.

### Lectures Choiesies

By David Steinhauer, B.A., *The Macmillan Company of Canada.*

*Lectures Choiesies* has been compiled in an effort to answer the need of many French teachers for interesting material within the grasp of Grade X pupils in Ontario. As a supplement to the assigned grammar text it would be suitable for second-year students of French in Alberta (now Grade XI).

The stories selected include simple folklore and anecdotes as well as some of the recognized masterpieces of French literature, such as "Le

Jongleur de Notre Dame" by Anatole France, "Boum-Boum" by Jules Claretie of L'Academie Francaise, Paul Verlaine's beautiful poem "Chanson d'Automne," our national anthem, and many well-chosen folk songs with musical score. The stories have been completely rewritten without doing violence to the original author's style.

Tenses have been simplified—the only ones used are the present imperfect, perfect, very few pluperfects, and "aller" plus the infinitive for the future in the first stories.

The comprehension questions appearing at the bottom of each page can be used in various ways to suit the teacher, or they may be disregarded since, although useful for testing comprehension and giving oral drill, they are not essential to the understanding of the stories.

What makes the book especially valuable is the listing of infinitive verbs in the margin and the *expressions utiles* at the end of each story. You will also applaud the fact that you don't have to turn to page 90 for the questionnaire—it is at the bottom of each page. And if you turn to page 28 you will find the Lord's Prayer in French.

### NOTICE

Announcement is made respecting school holidays:

1. May 24 this year falls on Saturday. No provision is made in the law for its observance on any other day. Hence, unless special action is taken by individual school boards to declare another day a school holiday there will be no special school holiday in observance of May 24.
2. June 9 has been declared the day for the observance of the Queen's birthday. This does not make it a school holiday automatically. It may be declared a school holiday by any district or divisional school board with respect to the schools under its jurisdiction.
3. Friday, June 13, has been declared Farmers' Holiday by the Lieutenant-Governor-in-Council and will be observed as a school holiday by all schools in the province.

W. H. SWIFT, Deputy Minister of Education.



## ***News from Our Locals***

---

### **Benalto Sublocal**

Benalto Sublocal teachers, met on March 27, and supported enthusiastically Rocky Mountain Local's plan of financial aid for Canadian teachers on strike.

Other items of business were: **W. Earle Farris** was appointed to attend the organization meeting of the Rocky Mountain Division ball tournament. This tournament will be held probably in Rocky Mountain House in the latter part of May or early June. The sublocal favored the holding of a two-day tournament.

**Laura Holsworth** reported on salary negotiations.

### **Evansburg-Wildwood Sublocal**

At a recent meeting of the sublocal, plans were made for the track meet, which is to be held in Evansburg.

A committee was appointed to plan the activities for the spring institute to be held in Wildwood. Panel and roundtable discussions concerning teaching methods and problems for enterprise, reading and writing, mathematics, current events, and music will be on the institute program.

### **Olds Local**

A salary negotiating committee report was the main item of business at a meeting on April 1. AGM resolutions were also discussed.

### **Strathmore Sublocal**

**Ian Mackenzie**, a member of the salary negotiating committee, reported on the brief which had been presented to the school board by **Roland Ward**.

**Dorothy Sherring**, as chairman of a committee investigating positional and single salary schedules, very ably showed the effects of a change from

a positional to a single salary schedule. It was noted that this change would benefit the elementary teacher.

Members decided to hold the local track meet at Carseland the end of this month.

Councillor **John Bracco** gave a report on the Annual General Meeting, which included the following topics:

- (a) pensions,
- (b) legal coverage,
- (c) curriculum activities,
- (d) strike actions.

A committee was appointed to present suggestions for a social function to be held in June in place of a regular meeting.

### **Taber Local**

Reports of the AGM were given by Councillors **R. Ringdahl** and **A. Wynn** at the April twenty-third meeting of the local executive. President **C. Burge** was in charge of the meeting.

### **Tofield Local**

Officers for the year are: **Harold Parsons**, president; **Claude May**, vice-president; **James Hemphill**, secretary-treasurer; **W. Brushett** and **R. Skaret**, councillors.

Business on the agenda of the March meeting included:

- (1) a discussion of AGM resolutions,
- (2) a brief study of reports on various medical and hospitalization schemes, and the recommendation that local teachers be informed of the one found most suitable,
- (3) suggestions concerning a teachers' institute to be held in May,
- (4) a discussion of the CTF strike fund,
- (5) a brief discussion of salary schedule policy.

## Dad Learns how Sonny learns to Read

*(Continued from page 15)*

They don't read across the page in short, jerky little eye movements, 'The . . . cat . . . chases . . . the . . . rat.' They read, 'The cat chases the rat,' quick like. They're reading ideas instead of words.

"There's nothing wrong in having a child memorize the alphabet except that it doesn't mean much to the beginner and doesn't contribute much to learning to read or write. So, don't get upset when your youngster comes home and starts to read from his little Weekly Reader or his little picture book, and you discover that he doesn't know a single word in a line of type underneath the picture. Don't get upset when you discover that he doesn't know the alphabet. Just remember he's embarking on a better and swifter and a more meaningful way to learn to read. He'll learn the alphabet later, maybe in the third grade when he learns to use a dictionary.

### "Visit Before You Criticize"

"You men all like to see rapid strides and continuing progress in your business or industry. Certainly, then, you would not stand in the way of swift and improved methods

in the public schools. Before you criticize, be sure to visit the school. Get acquainted with the teachers. Find out what they're trying to do. Chances are you'll come away convinced that teaching is a mighty complex business, and that modern schools have plenty of 'know-how.'"

Well, that's the method one schoolman used in trying to get across the idea of the new way of teaching. I'm convinced that we must demonstrate, we must be more specific, we must very much point up the information we're trying to give parents and citizens about the public schools. We've got to quit talking in vague, glittering academic generalities, assuming that the public already knows what we're trying to say. We've got to get down to demonstrations and to take the parent or citizen himself right through a firsthand experience with the methods that we use. Only by experiencing firsthand what the public schools are trying to do can the citizen come to know what it's all about. We've got to slough off the glib pronouncement of such phrases as "reading readiness," "maturation," "rate of growth," and so on. We've got to get down to good hard facts, graphically and dramatically demonstrated.

---

## A Plague On Both Your Houses!

*(Continued from Page 22)*

may have some elements of psychotherapy; it may have some elements of good, individualized teaching; it may have both. Whatever specific elements it has, it must be geared to the need and keep time with the growth of the client.

There may be some value to theoreticians in keeping alive the "directive-versus-non-directive" debate, but it is certainly confusing the issue for many counsellors-in-training and those just entering practice. The sooner it can be forgotten, the better.

## Civil Defence

Teachers attending the Summer School at the University of Alberta in July and August are being offered a course in the effects of and protective measures against Atomic, Biological, and Chemical warfare by the Province of Alberta.

The course will be given over a four-week period with two 45-minute periods a day. Since this course would require a week if concentrated, the Government of Alberta will pay the equivalent of one week's board and room at the University to teachers completing the course.

Application forms for the course are contained in this issue of *The ATA Magazine*. Civil Defence officials urge that applications be submitted as soon as possible so that reservations may be made for the course.

Lectures on the atomic bomb will be given for four periods and will cover effects of the atomic bomb, elementary theory of atomic physics, radioactive effects, and the individual dosimeter and personal protection against atomic attack. Two periods will be devoted to lectures on high explosive missiles and six periods devoted to lectures on war gases and protection against gas attack.

Nine periods will be used for fire fighting instruction and five lectures will be given on civil defence organization. There will be a study period on practical lessons provided by the air attacks on the United Kingdom during the Second Great War. Films illustrating all phases of Civil Defence will be shown.

Province of Alberta

### Civil Defence Summer School

Course No. 10—July 2nd to August 15th

#### APPLICATION FORM

Name.....

Address.....

Age.....

Sex.....

Signature.....

*Please forward this application to:*

Provincial Co-ordinator of Civil Defence  
10322 - 146th Street  
Edmonton, Alberta

## **FREE Compton's Pictured Encyclopedia**

**AT LAST—A CONTEST FOR TEACHERS ONLY**

Wonderful money prizes;

Free sets of Compton's "1952 edition"! 15 Volumes (Value \$129.50)

Also dictionaries, etc!

1st prize \$150.00 cash, plus set of 1952 Compton's

2nd prize \$50.00 cash, plus set of 1952 Compton's

3rd prize 1 set of 1952 Compton's, plus one set Funk & Wagnall's Dictionary (2 Volumes)

4th prize 1 set 1952 Compton's

5th prize 1 set Funk & Wagnall's Dictionary (2 Vol.)

6th prize 1 set Funk & Wagnall's Dictionary (2 Vol.)

### **ALL YOU HAVE TO DO:**

Write, or type, your own story:

**"How I use Compton's Pictured Encyclopedia In The Classroom"**  
in approximately 500 words.

If your school does not have a set, study one in the Library and tell us how you would use it with your group—how the pupils like it—how it saves time and stimulates their work.

Mail your letter to: Sturgess Distributors Ltd., P.O. Box 47, Vancouver, B.C. Contest closes June 15, 1952. Winners will be notified by mail not later than July 30, 1952. Entries will not be returned and will become the property of Sturgess Distributors, Ltd. Show clearly name, school, address and position.

The following gentlemen have kindly consented to act as judges—their decisions will be final.

Mr. E. S. Robinson, Librarian, Vancouver Public Library.

Mr. Owen J. Thomas, Ass't Supt., Vancouver School Board.

Mr. Walter Lanning, Librarian, Vancouver Technical School.

Write for **FREE COPY** of "Teaching Hints"

**WANTED:** Summer Vacation and Part-time  
Representatives.

## **STURGESS DISTRIBUTORS, LTD.**

2146 Yew Street, Vancouver, 9, B.C.

# Plan Your Vacation Now via GREYHOUND



This vacation, Go Greyhound And Save! Make those holiday plans TODAY! See your local Greyhound Agent about free "V.P.S." and colored travel folders, or write Greyhound Travel Bureau, Calgary.

## V.P.S.

"Vacation Planning Service" is unique in travel. Plans your complete trip free . . . hotels, sightseeing, transportation.

SAMPLE LOW-EXPENSE-PAID  
15-day Tour to  
LOS ANGELES  
from EDMONTON  
**120.95**

RETURN  
per person,  
travelling double.  
Includes hotels, transportation, sight-  
seeing.

# GREYHOUND

"The FRIENDLY way to travel."

GP-3-52

